



Strategic Plan

January 2004

*Making a positive
difference through
education and service*

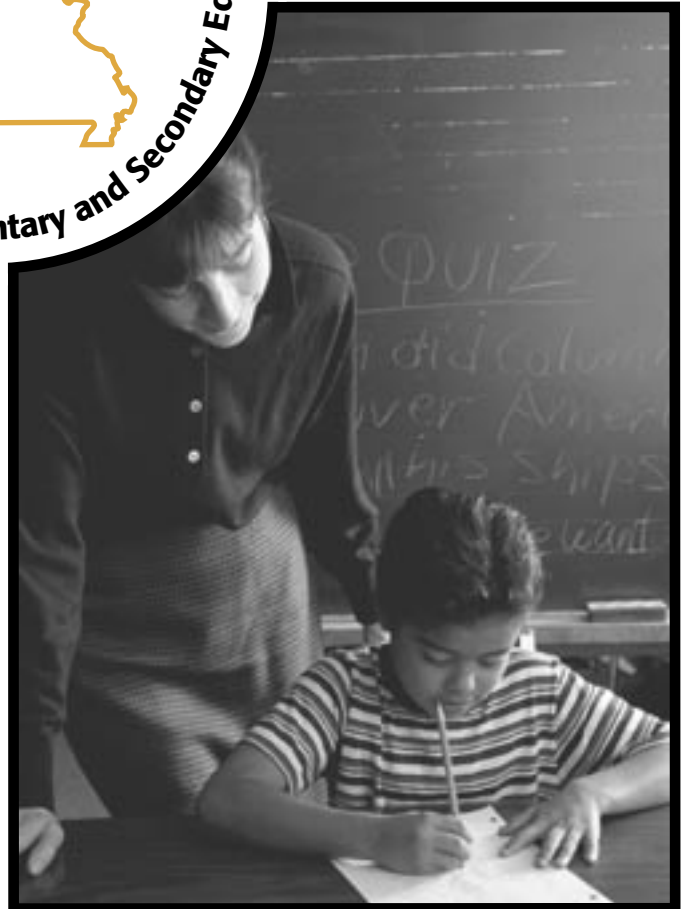


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DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

2003 Strategic Plan-on-a-Page

OUTCOME I

Increased percentage of students achieving the Show-Me Standards at targeted performance levels in the Missouri Assessment Program

OBJECTIVE 1: Reduce the percentage of students scoring at the “step 1” and “progressing” achievement levels on MAP by 5 percent each year through 2008.

OBJECTIVE 2: Decrease the gap in achievement scores between racial/ethnic-minority students and non-minority students by 5 percent each year through 2008.

OBJECTIVE 3: Increase from 73 to 90 percent the number of students who score “satisfactory” or above on the third-grade reading component of the MAP, by 2008.

OBJECTIVE 4: Maintain at no less than the current rate of 95 percent the number of Missouri public school classes taught by teachers with appropriate grade and subject certification.

Key Strategies:

- Provide professional development on effective, research-based reading programs.
- Provide professional development to improve instruction for minority and poor students.
- Hold schools accountable for achievement of minority students through MSIP.
- Sustain a dependable flow of basic state aid to help districts improve salaries, maintain lower pupil-teacher ratios, and continue targeted professional development programs.
- Provide incentives to attract higher-quality teachers to low-performing schools, including rewards for those who earn National Board certification.
- Assist districts in providing safe learning environments for students and staff.

OUTCOME II

Increased percentage of children entering school ready to succeed

OBJECTIVE 1: Increase from 48 to 60 percent the number of families with pre-kindergarten children who participate in parent education and related support services, by 2005.

OBJECTIVE 2: Increase the number of children, ages three to five, receiving DESE-supported quality care and education services by 8 percent, by 2005.

OBJECTIVE 3: Increase from 80 to 84 percent the number of public school kindergartners attending full-day programs, by 2005.

Key Strategies:

- Increase participation in PAT among high-needs families.
- Improve PAT participation rates in districts that have historically low participation, including St. Louis and Kansas City.
- Inform school leaders and parents about the benefits of parent education programs and quality preschools.
- Encourage districts to reprioritize existing resources to expand preschool opportunities through the Missouri Preschool, Title I Preschool and Early Childhood Special Education Preschool programs.
- Provide financial assistance to school districts that are expanding facilities to offer full-day kindergarten programs.

OUTCOME III

Increased percentage of 18-year-olds with a high school diploma or GED (General Educational Development certificate)

OBJECTIVE 1: Decrease the state's annual dropout rate to 3 percent by 2005.

OBJECTIVE 2: Increase to 96 percent the number of high school graduates who report entering postsecondary education, employment or the military, by 2006.

Key Strategies:

- Expand initiatives that encourage all youth to complete high school (e.g., A+ Schools, Alternative Vocational Learning Centers).
- Continue to hold school districts accountable for reducing the dropout rate through MSIP.
- Sustain a dependable flow of basic state aid (“Line 14” monies) to help districts maintain programs for at-risk students.
- Provide incentives to encourage more minority and poor students to take the ACT.
- Promote use of Missouri’s Comprehensive Guidance Program by providing inservice training for school district personnel.
- Use input from business and industry to identify knowledge and skills critical to entry-level employment and share this information with partnering agencies.
- Coordinate and provide electronic linkages to Missouri Career Centers.
- Support strategies for youth with disabilities that promote parent involvement, improvements in Individualized Education Program (IEP) development, and linkages with the business community.

OUTCOME IV

Improved performance of career preparation, employment, work force advancement, and independent living programs

OBJECTIVE 1: Increase the percentage of students who report that they have achieved their goals in the Adult Education and Literacy Program.

OBJECTIVE 2: Maintain the percentage of Vocational Rehabilitation clients who achieve an employment outcome after receiving services, from 78% through 2006.

OBJECTIVE 3: Maintain a decision accuracy rate of 96 percent or better and a turn-around time of 86 days or less in processing Social Security Disability claims.

OBJECTIVE 4: Meet or exceed performance goals for students enrolled in vocational-technical education programs at the postsecondary level.

OBJECTIVE 5: Meet or exceed performance goals for students enrolled in vocational-technical education programs at the secondary level.

OBJECTIVE 6: Increase the number of persons with significant disabilities who receive Independent Living Services by 38 percent, from 12,887 to 17,871, by 2006.

Key Strategies:

- Establish cooperative agreements linking education, career preparation, and transition to employment services for all youth and adults, including those with disabilities.
- Reduce the number of persons with significant disabilities on care assistance waiting lists.

Strategic Plan Executive Summary

Vision Statement: *“Making a positive difference through education and service”*

The Department of Elementary and Secondary Education is a team of dedicated individuals working for the continuous improvement of education and services for all citizens. We believe that we can make a positive difference in the quality of life for all Missourians by providing exceptional service to students, educators, schools and citizens. We believe that, by 2008, Missouri’s public education system will rank among the top 10 in the nation.

Mission Statement: We provide leadership and promote excellence.

We

- Champion high-quality public education
- Advocate equity for every learner
- Develop school leaders and other educational team members
- Establish standards that demand excellence and build a solid foundation for lifelong learning, workplace skills and citizenship
- Evaluate program and policy effectiveness
- Share best practices
- Carry out programs with the least administrative burden and cost
- Assist persons with disabilities by providing individualized support and services
- Create a caring workplace that fosters teamwork and personal and professional growth

Value Statements: We promise to greatly exceed customers’ expectations.

We

- Listen to those we serve in order to improve our operations and adapt to changing needs
- Forge partnerships to improve our services
- Value each employee’s contribution to achieving the mission

Key Outcomes, Objectives & Programs

- I. Key Outcome:** Increased percentage of students achieving the Show-Me Standards at targeted performance levels in the Missouri Assessment Program

Key Objectives

1. Reduce the percentage of students scoring at the “step 1” and “progressing” achievement levels on MAP by 5 percent each year (four core content areas and all grade levels), through 2008.
2. Decrease the gap in achievement scores (four core content areas and all grade levels) between racial/ethnic-minority students and non-minority students by 5 percent each year through 2008, while increasing the performance of all students.
3. Increase from 74 to 90 percent the number of students who score “satisfactory” or above on the third-grade reading component of the MAP, by 2008.
4. Maintain at no less than the current rate of 95 percent the number of Missouri public school classes taught by teachers with appropriate grade and subject certification.

Key Programs/Services: Missouri School Improvement Program, Success Teams, Academically Deficient School Management Teams, Regional Professional Development Centers, SuccessLink, Missouri Assessment Program Professional Development, Accelerated Schools, Summer School Funding, Technology Grants, Project Construct, Practical Parenting Partnerships, Reading First Grants, Title I, Reading Success Network, Missouri Reading Initiative, Missouri Mathematics Academy, Missouri Elementary Science Connection, Temporary Authorization Certificate, Alternative Teacher Preparation Program, Special Education and Counselor Tuition Reimbursement, Career Ladder, JOBS Web Site, National Board Certification Support, New Teacher Support, Mentoring New Teachers

- II. Key Outcome:** Increased percentage of children entering school ready to succeed

Key Objectives

1. Increase from 48 to 60 percent the number of families with pre-kindergarten children who participate in parent education and related support services, by 2005.
2. Increase the number of children, ages three to five, receiving DESE-supported quality care and education services by 8 percent, by 2005. 3. Increase from 80 to 84 percent the number of public school kindergarteners attending full-day programs, by 2005.

Key Programs: Parents as Teachers (PAT), First Steps, Missouri Preschool Program, Title I Preschools, Early Childhood Special Education Services, Full-day Kindergarten

III. Key Outcome: Increased percentage of 18-year-olds with a high school diploma or GED (General Education Development certificate)

Key Objectives

1. Decrease the state's annual dropout rate to 3 percent by 2005.
2. Increase to 96 percent the number of high school graduates who report entering postsecondary education, employment or the military, by 2006.

Key Programs: A+ Schools, "Line 14" funds for at-risk programs, Missouri School Improvement Program, Alternative Education Centers, Vocational Rehabilitation-Transition from School to Work Program, Reading First Grants, Title I, School and Business/Community Partnerships, English-as-a-Second-Language Programs, High Schools That Work, Comprehensive Guidance Program, Secondary Vocational Education Programs, GED Option

IV. Key Outcome: Improved performance of career preparation, employment, work force advancement, and independent living programs

Key Objectives

1. Increase the percentage of students who report that they have achieved their goals in the Adult Education and Literacy Program, with emphasis on pre-post test scores and performance of English-as-a-Secondary-Language (ESL) students.
2. Maintain the percentage of Vocational Rehabilitation clients who achieve an employment outcome after receiving services, at 78 percent through 2006.
3. Maintain a decision accuracy rate of 96 percent or better and a "turn-around" time of 86 days or less in processing Social Security Disability claims.
4. Meet or exceed performance goals for students enrolled in vocational-technical education programs at the postsecondary level.
5. Meet or exceed performance goals for students enrolled in vocational-technical education programs at the secondary level.
6. Increase the number of persons with significant disabilities who receive Independent Living Services by 38 percent, from 12,887 (FY 2003) to 17,871, by 2006.

Key Programs: Adult Education and Literacy, GED Online, Family Literacy with ESL Focus, Vocational Rehabilitation Services, Social Security Disability Determinations Services, Independent Living Services, Post-secondary Vocational Education Programs, Secondary Vocational Education Programs, Vocational-Technical Enhancement Grants, Tech Prep/Applied Academics, A+ Schools, High Schools That Work, Missouri School Improvement Program, Transition from School-to-Work Program, Community Rehabilitation Programs, Supported Employment Program

Participants in the 2003 Planning Process

STRATEGIC PLANNING TEAMS

OUTCOME I: Student Achievement and Teacher Quality

Sharon Schattgen, Leader	Jim Cassity	Dawn Maddox	Linda Sullivan
Robin Coffman, Co-leader	Mary Corey	Doug Miller (Tech. Ed.)	Ginny Vandelicht
Karen Allan	Carolyn Deffenbaugh	Craig Rector	David Welch
Ellen Balkenbush	Cynthia Hollis	Doug Roach	Paul Wright
Dee Beck	Gene Johnson	Randy Rook	Jeri Zimmerman
Bob Bell	Sandy Kaufmann	Rusty Rosenkoetter	Deputy Commissioner,
Wesley Bird	Mike Lucas	Jocelyn Strand	Leadership Liaison

OUTCOME II: School Readiness

Dee Beck, Leader	Sheila Hirsch	Cheryl Willoughby
Cynthia Arendt	Sharon Schattgen	Bert Schulte, Leadership Liaison

OUTCOME III: School Completion

Tom Ogle, Leader	Shawn Brice	Bill Poteet	Nancy Headrick,
Leigh Ann Grant-Engle, Co-leader	Charles DeSha	Craig Rector	Leadership Liaison
John Bamberg	Mike Griggs	Willard Worts	
	Kyle Heislen		

OUTCOME IV: Work Force Readiness

Ellen Smith, Leader	Jean Cole	Jeanne Loyd	Nancy Headrick &
Dennis Harden, Co-Leader	Don Eisinger	Bill Poteet	Ron Vessell,
Steve Coffman	Tim Gaines	Don Walker	Leadership Liaisons
	Eunice Harris	Larry Young	

STRATEGIC PLANNING TEAMS *continued*

OUTCOME V: Department Management

Carol Rackers, Chair	Kelly Flaughner	Greg Solum	Sandy Withers
Gary Sanders, Co-chair	Alice Gaines	Jocelyn Strand	Paul Wright
Deanna Adkins	Georgianne Huckfeldt	Cheri Swales	Jeri Zimmerman
Wanda Allen	Diana James	Mark VanZandt	Gerri Ogle, Andrea Beck & Shari LePage,
Carolyn Cryderman	Dana Keilholz	Cyndi Voss	Leadership Liaisons
Leigh Ann Grant-Engle	Jim Morris	Steve White	

DIVISION PLANNING, BUDGET & DATA LIAISONS

David Adams	Stuart Hillman	Andy Martin	Don Walker
Dale Carlson	Diana James	Debby Parsons	Sandy Withers
Mary Corey	Rick Longley	Penny Phillips	Jeri Zimmerman
Tim Gaines	Becky Kemna	Craig Rector	
Leigh Ann Grant-Engle	Dawn Maddox	Brenda Rush	

BUDGET AND PLANNING STAFF

Crystal Bertucci	Shari LePage
Don Eisinger	Rich Villmer
Janet Fitzwater	

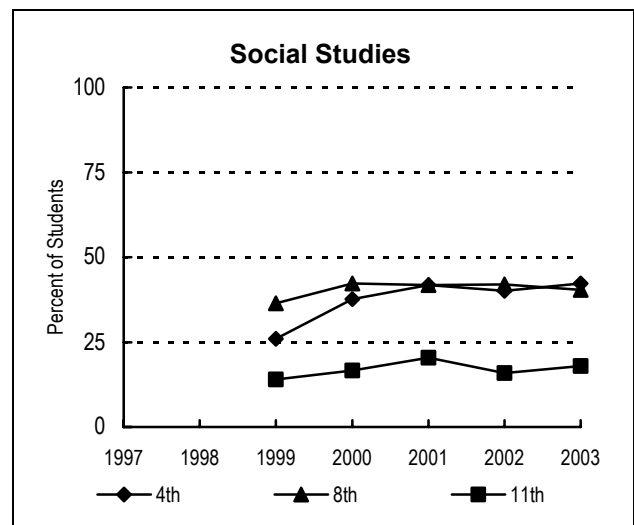
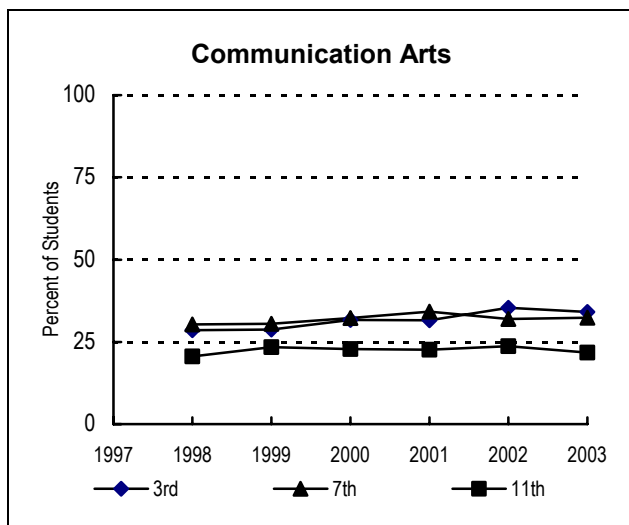
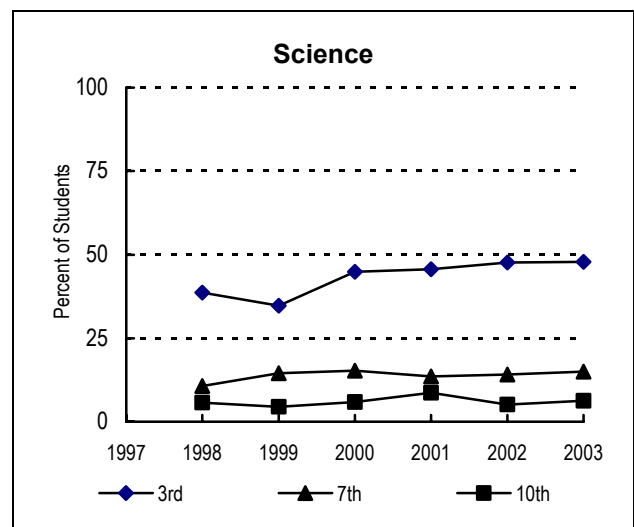
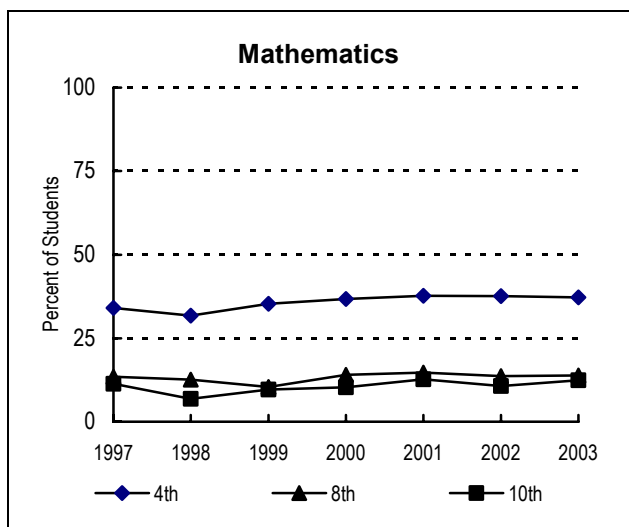
I. KEY OUTCOME

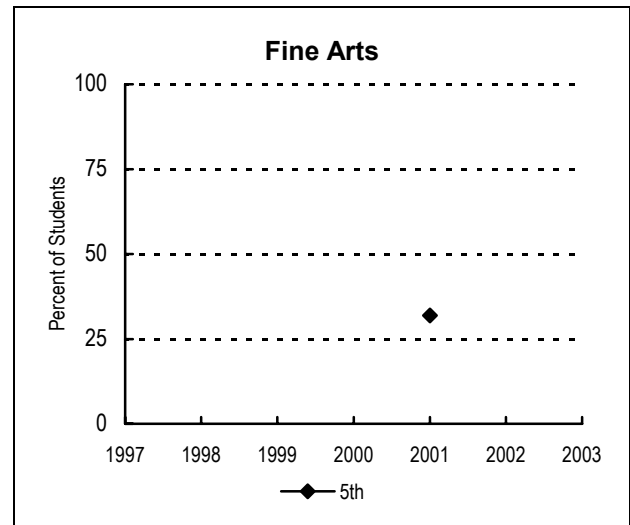
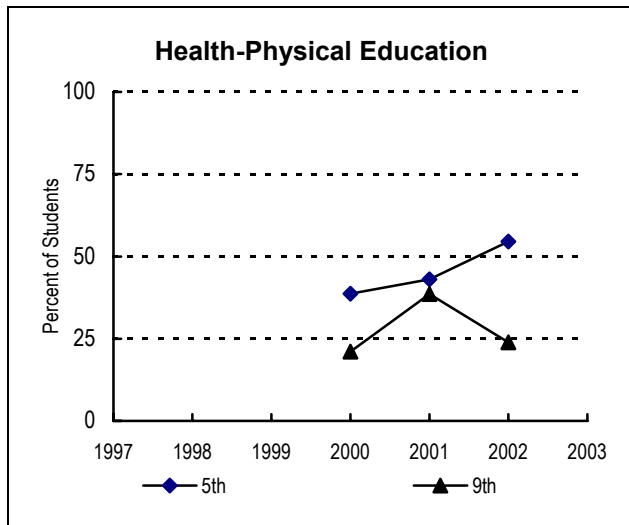
Increased percentage of students achieving the Show-Me Standards at targeted performance levels in the Missouri Assessment Program

What's the trend?

The 2003 MAP results continue to indicate that the majority of Missouri students are not yet scoring at or above the “proficient” level. However, longitudinal data show slow but somewhat steady increases in the percentages of students scoring at the proficient and advanced levels for most, but not all, of the subject-area assessments. In mathematics and science, there are more elementary students scoring in the top two achievement levels than secondary students. In communication arts and social studies, elementary and middle-school students are performing at similar levels, well above high-school students.

Percent of students scoring in top two levels (“proficient” and “advanced”) on the Missouri Assessment Program





PERCENT OF STUDENTS SCORING "PROFICIENT" OR ABOVE ON MAP	1997	1998	1999	2000	2001	2002	2003
MATHEMATICS							
Grade 4	34.1%	31.8%	35.3%	36.7%	37.7%	37.6%	37.2%
Grade 8	13.5%	12.6%	10.4%	14.1%	14.7%	13.7%	13.9%
Grade 10	11.4%	6.9%	9.7%	10.3%	12.7%	10.7%	12.4%
SCIENCE							
Grade 3		38.7%	34.7%	44.9%	45.6%	47.7%	47.8%
Grade 7		10.7%	14.5%	15.3%	13.6%	14.2%	15.0%
Grade 10		5.7%	4.5%	5.9%	8.7%	5.2%	6.3%
COMMUNICATION ARTS							
Grade 3		28.6%	28.8%	31.7%	31.6%	35.4%	34.1%
Grade 7		30.3%	30.5%	32.3%	34.2%	32.0%	32.4%
Grade 11		20.6%	23.4%	22.8%	22.6%	23.7%	21.8%
SOCIAL STUDIES							
Grade 4			26.0%	37.7%	41.8%	40.1%	42.3%
Grade 8			36.4%	42.3%	41.8%	42.0%	40.4%
Grade 11			14.0%	16.7%	20.4%	15.9%	18.0%
HEALTH-PHYSICAL EDUCATION							
Grade 5				38.7%	43.1%	54.5%	
Grade 9				21.1%	38.6%	23.9%	
FINE ARTS							
Grade 5					31.9%		

SOURCE: Missouri Assessment Program, September 2003

ABOUT THE MEASURE: The Missouri Assessment Program assesses attainment of the Show-Me Standards at the elementary-, middle- and high-school levels. Math results for 1997, science and communication arts results for 1998, social studies results for 1999, health-physical education results for 2000, and fine arts results for 2001 are based on voluntary administration of the assessments by about 350 of 524 school districts. All districts have participated in the mandatory administration of the math assessments since 1998 and in the communication arts assessments since 1999. The science assessments were required from 1999 through 2002, and the social studies assessments were required from 2000 through 2002. In 2003, the science and social studies assessments were available to districts to administer on a voluntary basis, and almost all districts chose to give these tests. The health-physical education assessments were required in 2001 and 2002. The fine arts assessment was available for voluntary administration in 2001 and has not been given since that year.

In most grades, 97 or 98 percent of students took the 2003 MAP exams, including many students with disabilities who have IEPs (Individualized Education Programs). (The MAP-Alternate (MAP-A), a portfolio-based assessment, has been developed for students whose disabilities are so severe that they are not able to participate in the regular MAP testing. The MAP-A system evaluates students' progress toward their IEP goals and related Show-Me Standards.)

The math, communication arts, science and social studies MAP assessments consist of three types of items: 1) multiple-choice, machine-scored items, including questions from the nationally normed "Terra Nova" test, 2) "constructed-response items," which require students to supply (rather than select) answers, and 3) performance events, which require students to demonstrate what they know and work through more complicated problems or issues. A student's score on MAP is based on the combined results of the three types of items.

Student performance on the MAP is reported on a five-step scale: Step 1 (lowest), Progressing, Nearing Proficient, Proficient, and Advanced. The state's goal is for students to score at the "proficient" level or above in every subject and every grade. Increases in percent of students in the top two levels as well as decreases in the lowest two levels are monitored and considered in the Missouri School Improvement Program accreditation process.

Why is this outcome important?

The Missouri Assessment Program was developed to evaluate students' progress toward 73 rigorous academic standards, known as the Show-Me Standards, which define the "knowledge, skills and competencies" that Missouri students should obtain before graduating from high school. The Outstanding Schools Act passed by the Missouri General Assembly in 1993, required development of the standards and assessment program. The State Board of Education adopted the Show-Me Standards in January 1996. The MAP tests assess learning in six subject areas (mathematics, communication arts, science, social studies, health and physical education, and fine arts) and are designed to test not only what students know but how well they can apply that knowledge. Local districts are held accountable for students' performance on the MAP assessments through the Missouri School Improvement Program.

The state's and local districts' ability to meet federal No Child Left Behind (NCLB) requirements are directly impacted by student achievement on the MAP. To achieve the goal of all children being "proficient" (as defined by each state) by 2014, all public schools and districts must make satisfactory improvement each year toward that goal. Based on criteria included in NCLB, the Department has established specific annual targets for Adequate Yearly Progress (AYP) in communication arts and math.

This year (2003), the AYP goal for all schools in communication arts is 19.4% of all students being proficient. The AYP goal in math is 9.3% of all students being proficient. These same goals apply to all subgroups of students. In 2005, these targets jump to 38.8% and 31.1%, respectively. Missouri's "starting points" for determining annual AYP targets are based on 2002 MAP scores and the overall student proficiency rate in the school at the 20th percentile of total public school enrollment.

NCLB spells out an array of consequences for schools and districts that repeatedly fail to achieve adequate yearly progress. These penalties do not apply to non-Title 1 schools. Any school that fails to achieve AYP for two consecutive years will be identified by the state as "needing improvement." Initially, a school that does not make AYP for two consecutive years must offer students the opportunity to transfer to another school (if available) within the district. After a third year, schools must offer "supplemental services" (such as tutoring) for students. Schools that do not show adequate progress after five years may be forced to take tough "corrective action" such as replacing school personnel or extending the school year.

How does Missouri compare to other states and the nation on this measure?

NAEP Results

The MAP is not given to students in other states; however, samples of students from most states take the National Assessment of Educational Progress (NAEP). In general, Missouri students tend to

score at the same level or slightly higher on NAEP assessments than students from the nation as a whole.

Data from the most recent administration of the NAEP mathematics assessment (2000) show that the average scale score for Missouri fourth-grade students was three points higher than the average score for fourth-grade students in the national sample, while the average score for Missouri eighth-grade students was identical to the average score for eighth-grade students in the national sample. Data from the most recent NAEP reading assessment (2002) show that the average score for Missouri's fourth-grade students was three points above the national average, while the average score for eighth-grade students was five points above the national average. The average score for Missouri fourth-graders on the most recent NAEP writing assessment (2002) was only two points below the national average, while the average score for Missouri eighth-grade students was only one point below the national average.

Missouri students performed at markedly higher levels than their national peers on the most recent NAEP science assessment (2000). Missouri's fourth-grade average scale score was eight points higher than the national average, while the eighth-grade score was seven points higher than the national average.

Terra Nova Results

Also, the MAP math, science, communication arts and social studies assessments all include a set of items taken from a nationally normed, multiple-choice test, called the Terra Nova. Results show how Missouri students perform compared with other students nationwide. Missouri students consistently exceed the national median (50th percentile) in every subject and every grade. For most assessments, the median Terra Nova percentiles have steadily increased since the first required administration, with the science scores at every grade, the communication arts scores at grade 11, and the social studies scores at grades 8 and 11 representing the exception.

Missouri student performance on Terra Nova section of MAP (median national percentiles)	1997	1998	1999	2000	2001	2002	2003
MATHEMATICS							
Grade 4	56.3	56.1	58.6	61	62	62	62
Grade 8	58.3	56.2	58.9	59	60	60	65
Grade 10	65.2	66.1	67.8	70	70	70	74
SCIENCE							
Grade 3		63.5	66.7	70	70	73	64
Grade 7		55.2	58.6	59	60	60	56
Grade 10		63.8	64.3	66	66	65	64
COMMUNICATION ARTS							
Grade 3		56.2	57.7	59	61	62	62
Grade 7		53.7	57.8	59	59	59	62
Grade 11		58.5	61.5	61	63	63	62
SOCIAL STUDIES							
Grade 4			61.7	66	67	67	71
Grade 8			61.9	64	64	64	59
Grade 11			59.3	61	61	61	60

SOURCE: Missouri Assessment Program, September 2003

What factors influence this measure?

- Teacher quality
- Classroom instruction and curriculum alignment
- Building and district leadership
- School climate
- Parent involvement and support
- Student motivation
- Expectations for students
- The difficulty of the tests
- Equity of financial resources available to schools and districts
- The strength of the state's commitment to the goal of improved student achievement and its ability to sustain the effort over time

What works?

- Teachers who have subject-area expertise as well as knowledge and skill in authentic instruction and performance assessment
- High-quality professional development for practicing educators
- High-quality teacher and administrator preparation programs
- Competitive salaries and good working conditions (class size, mentors for new teachers, etc.) necessary to attract and retain high-quality teachers and administrators
- Administrators and teachers who are able to use research as well as local student achievement data to make decisions about curriculum and instruction and implement those decisions
- Local curricula aligned to the Show-Me Standards and clearly articulated from grade to grade
- Safe, orderly school climates that are conducive to teaching and learning
- A district wide focus on achievement that includes high expectations for all students and incentives for improved achievement
- Parents and communities that support and recognize high achievement
- A basic state aid program that helps to provide an equitable education for all students
- A sustained emphasis on standards-based instruction and performance assessment
- A collective commitment to ensuring that all students achieve at high levels

For more information:

<http://dese.mo.gov/divimprove/>
Division of School Improvement
Missouri Department of Elementary & Secondary Education

<http://nces.ed.gov/>
National Assessment of Educational Progress
National Center for Education Statistics
U.S. Department of Education

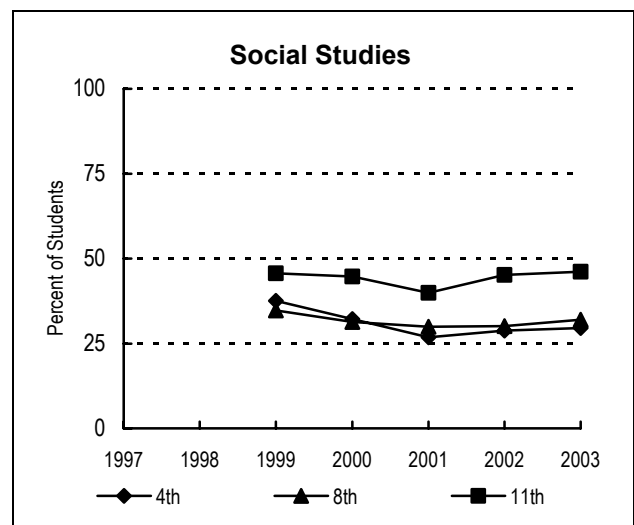
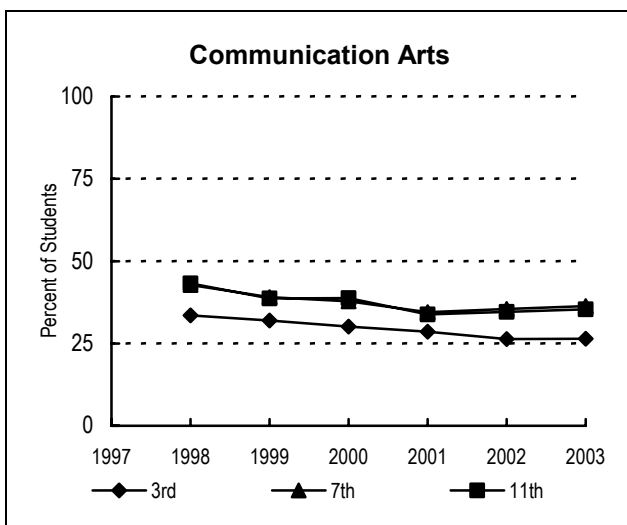
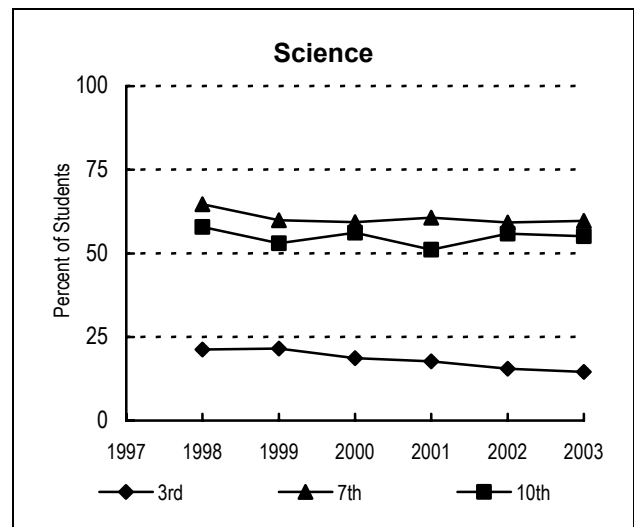
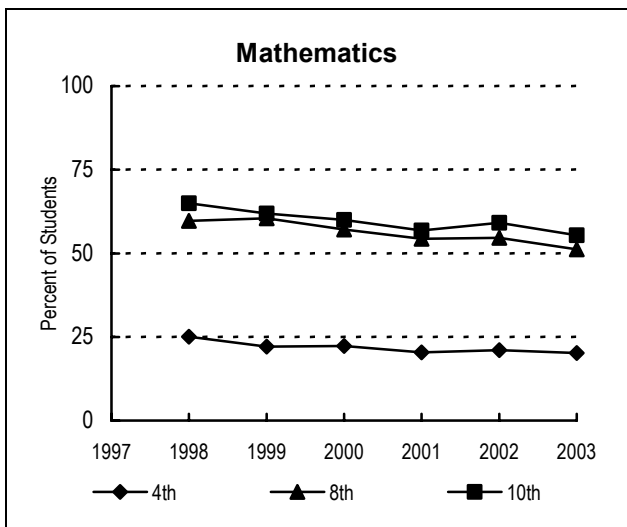
KEY OBJECTIVE 1

Reduce the percentage of students scoring at the “step 1” and “progressing” achievement levels on MAP by 5 percent each year (four core content areas and all grade levels) through 2008.

What’s the trend?

Analysis of Missouri Assessment Program trend data across the various assessments shows that the percentages of students scoring at the bottom two achievement levels (“step 1” and “progressing”) are, for most assessments, decreasing at a very slow but steady rate from one year to the next. Across time, we see substantial decreases in the percentages of students scoring in this lower range on all of the mathematics and communication arts assessments and on the elementary science and social studies assessments. However, performance on these tests, while encouraging, does not meet the stated goal of reducing the percentage of students scoring in the bottom two achievement levels by 5 percent each year.

Percent of students scoring at the “step 1” and “progressing” achievement levels on the Missouri Assessment Program



PERCENT OF STUDENTS SCORING AT "STEP 1" AND "PROGRESSING" ON MAP	1997	1998	1999	2000	2001	2002	2003
MATHEMATICS							
Grade 4		25.1%	22.1%	22.3%	20.4%	21.1%	20.2%
Grade 8		59.7%	60.5%	57.1%	54.4%	54.6%	51.2%
Grade 10		65.0%	61.9%	60.0%	56.8%	59.1%	55.4%
SCIENCE							
Grade 3		21.2%	21.5%	18.6%	17.7%	15.5%	14.5%
Grade 7		64.7%	59.9%	59.3%	60.7%	59.2%	59.7%
Grade 10		57.9%	53.0%	56.2%	51.1%	55.9%	55.1%
COMMUNICATION ARTS							
Grade 3		33.5%	32.0%	30.1%	28.6%	26.3%	26.4%
Grade 7		42.8%	39.0%	37.8%	34.5%	35.5%	36.3%
Grade 11		43.2%	38.7%	38.8%	33.8%	34.6%	35.4%
SOCIAL STUDIES							
Grade 4			37.6%	32.2%	26.8%	28.8%	29.6%
Grade 8			34.7%	31.3%	29.9%	30.1%	32.0%
Grade 11			45.7%	44.8%	39.9%	45.2%	46.1%

SOURCE: Missouri Assessment Program, September 2003

ABOUT THE MEASURE: Student performance on the MAP is reported on a five-step scale: Step 1 (lowest), Progressing, Nearing Proficient, Proficient, and Advanced. The state's goal is for students to score at the "proficient" level or above in every subject and every grade. Increases in percent of students in the top two levels as well as decreases in the lowest two levels are monitored and considered in the Missouri School Improvement Program accreditation process (Standard 9.1.1).

Why is this objective important?

In order to reach the overall outcome, we must move students out of the bottom two MAP achievement levels and into the top two levels. Failure to address this objective will have serious repercussions for the economic health of the state as well as the viability of families and communities. Students who leave the public school system without the knowledge and skills they need to continue their education, earn a living and participate in democratic life will become users of our social capital, not contributors. If our schools fail to move low-performing students to higher achievement levels, we should expect problems of poverty, crime, drug abuse and child neglect to grow. We should be prepared for business and industry to look elsewhere for a skilled work force, leaving many Missourians unable to support their families or sustain their communities.

The state's and local districts' ability to meet federal No Child Left Behind (NCLB) requirements are directly impacted by student achievement on the MAP. To achieve the goal of all children being "proficient" (as defined by each state) by 2014, all public schools and districts must make satisfactory improvement each year toward that goal. The Department has established specific annual targets for Adequate Yearly Progress (AYP) in communication arts and math. This year (2003), the AYP goal for all schools in communication arts is 19.4% of all students being proficient. The AYP goal in math is 9.3% of all students being proficient. These same goals apply to all subgroups of students. In 2005, these targets jump to 38.8% and 31.1%, respectively. Missouri's "starting points" for determining annual AYP targets are based on 2002 MAP scores and the overall student proficiency rate in the school at the 20th percentile of total public school enrollment.

How does Missouri compare to other states and the nation on this measure?

The MAP is not given to students in other states; however, samples of students from most other states take the National Assessment of Educational Progress (NAEP). NAEP scores are reported in

terms of the percentage of students attaining three achievement levels: Basic, Proficient, and Advanced. Scores below the cut score for the basic level fall into the “below basic” range.

In 2000, 28 percent of Missouri fourth-grade students and 33 percent of Missouri eighth-grade students score “below basic” on the NAEP mathematics assessment. This compares to 33 percent for grade 4, and 35 percent for grade 8, nationally.

In 2000, Missouri ranked 15th among 40 participating states with respect to grade 4 mathematics scores and ranked 21st with respect to grade 8 mathematics scores among 39 participating states in percentage of public school students’ scores in the “below basic” level. (States were ranked from lowest percentage of scores “below basic” to highest.)

In 2002, 34 percent of Missouri fourth-graders and 18 percent of Missouri eighth-graders scored “below basic” on the reading assessment. This compares to 38 percent for grade 4, and 26 percent for grade 8, nationally. This performance ranked Missouri 22nd among 43 states participating in the grade-4 assessment and 4th among the 41 states that participated in the grade-8 reading assessment.

In 2002, 14 percent of Missouri fourth-graders and 14 percent of Missouri eighth-graders scored “below basic” on the writing assessment. This compares to 15 percent for grade 4, and 18 percent for grade 8, nationally. These data rank Missouri 19th among 43 states participating in the grade-4 writing assessment and 12th among the 41 states that participated in the grade-8 writing assessment.

In 2000, 25 percent of Missouri fourth-grade students and 32 percent of Missouri eighth-grade students scored “below basic” on the science assessment. This compares to 36 percent for grade 4, and 41 percent for grade 8, nationally. These data rank Missouri 9th among the 39 states participating in the grade-4 science assessment and 12th among the 38 states that participated in the grade-8 science assessment.

What factors influence this measure?

- Teacher quality
- Curriculum alignment
- Classroom instruction
- Building and district leadership
- School climate
- Parent involvement and support
- Student motivation
- Expectations for students
- Quality of children’s early care and education
- Adequacy of financial resources available to schools and districts
- The strength of the state’s commitment to the goal of improved student achievement and its ability to sustain the effort over time

What works?

- Teachers who have subject-area expertise as well as knowledge and skill in effective instruction and performance assessment
- High-quality professional development for practicing educators

- High-quality teacher and administrator preparation programs
- An accountability system that is supported by continuous evaluation of staff and programs
- Competitive salaries and acceptable working conditions (class size, mentors for new teachers, etc.) necessary to attract and retain high-quality teachers and administrators
- Administrators and teachers who are able to use research as well as local student achievement data to make decisions about curriculum and instruction and implement those decisions
- Local curricula aligned to the Show-Me Standards and clearly articulated from grade to grade
- Additional learning time and assistance for students who are not making satisfactory progress
- Safe, orderly school climates that are conducive to teaching and learning
- A district wide focus on achievement that includes high expectations, recognitions and/or incentives for all students for improved achievement
- Parents and communities that support and recognize high achievement
- A basic state aid program that helps to provide an adequate education for all students
- A sustained emphasis on standards-based instruction and performance assessment

For more information:

<http://dese.mo.gov/divimprove/>

Division of School Improvement

Missouri Department of Elementary & Secondary Education

<http://nces.ed.gov/>

National Assessment of Educational Progress

National Center for Education Statistics

U.S. Department of Education

KEY STRATEGIES

- The Department will promote and sustain a quality system of professional development for Missouri educators.
- The Department will assist districts in recruiting higher-quality teachers for their lowest-performing schools.
- The Department will assist schools in maximizing instructional time by providing districts with greater flexibility in meeting student needs.
- The Department will advocate an equitable system for distributing local, state and federal funds to school districts.
- The Department will assist school districts and building personnel in implementing a comprehensive, systemic school improvement process that promotes improved student performance.
- The Department will assist schools in identifying and implementing scientifically based best practices for all students.
- The Department will share best practices and model programs with low-performing districts and schools, including excellent professional development models.
- The Department will provide technical assistance and guidelines for using technology to improve instruction.
- The Department will assist schools as they integrate high academic performance in all subjects with preparation for work and postsecondary education.

- The Department will assist schools in engaging families and communities as active partners in their children's education.
- The Department will assist districts in providing additional time and support for students who are not making satisfactory academic progress.
- The Department will assist school districts and community-based programs in offering quality school-age childcare that supports school-day instruction and extends learning into non-school hours.
- The Department will adopt and advocate measures to motivate students, or to assist districts to motivate students, to perform their best on the MAP.
- The Department will advocate for eliminating the practice of social promotion and excluding retention as the primary strategy for remedial instruction.
- The Department will assist districts in providing safe learning environments for staff and students.
- The Department will aid districts in recognizing and overcoming barriers to providing an equitable education for all students.
- The Department will work with other state agencies to provide resources to integrate comprehensive services and school improvement initiatives.
- The Department will use technology to improve communication with citizens, members of the education community and policymakers about student achievement, school performance, statewide school improvement initiatives, and issues and trends affecting public education.
- The Department will engage students, parents, employers and business-group leaders, local school boards, state legislators, classroom teachers, school administrators and staff, and higher education officials in efforts to improve student performance.

KEY PROGRAMS/SERVICES

- Missouri School Improvement Program
- Technology grants
- Reading First grants
- Missouri Assessment Program Professional Development
- Regional Professional Development Centers
- Missouri Mathematics Academy
- Missouri Reading Initiative
- Character Education
- Safe Schools Grants
- Accelerated Schools
- STARR (Select Teachers as Regional Resources)
- Project Construct
- Practical Parenting Partnerships
- SuccessLink and Successlink Science
- Summer school funding
- Academically Deficient School Management Teams
- eMINTS

- Perkins Accountability
- Title I programs
- Leadership Academy
- Network of High Schools with Results

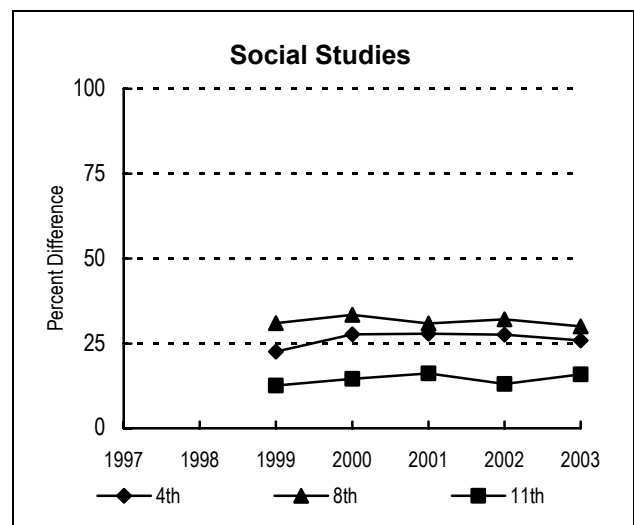
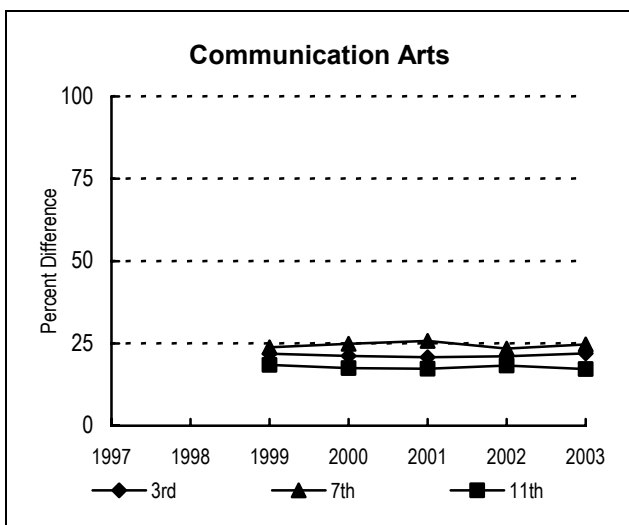
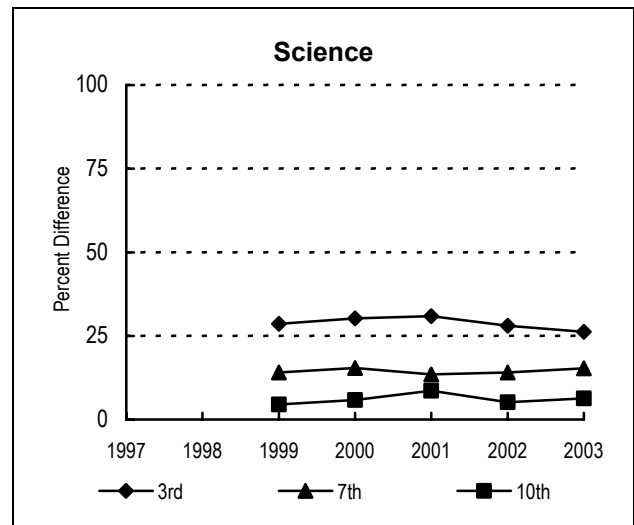
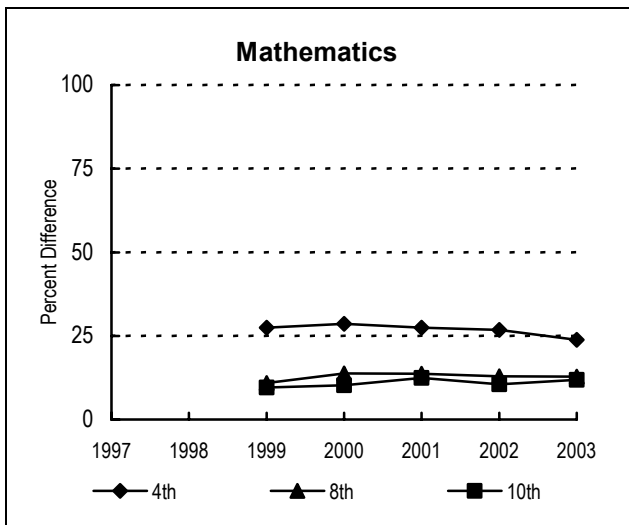
KEY OBJECTIVE 2

Decrease the gap in achievement scores (four core content areas and all grade levels) between racial/ethnic-minority students and non-minority students by 5 percent each year through 2008, while increasing the performance of all students.

What's the trend?

An examination of the percentage of students scoring at the “proficient” and “advanced” levels on the MAP shows that over time the gap in scores between minority and non-minority students is not generally decreasing at a rapid pace (much less the 5 percent per year called for by this objective). However, we are beginning to see a few slightly encouraging trends in some cases (e.g., grade-4 mathematics, grade-3 science, grade-4 mathematics, grade-3 science, grade-11 communication arts).

Gap in achievement scores between racial/ethnic-minority students and non-minority students



What's the trend?

The gap in achievement is diminishing at a *more rapid pace* if we focus on the percentages of students *in the bottom two* achievement levels—"step 1" and "progressing"—who are moving into the top three achievement levels. These data are not shown but are available from the Department.

PERCENT OF STUDENTS SCORING "PROFICIENT" OR ABOVE ON MAP	1999	2000	2001	2002	2003
MATHEMATICS					
Grade 4, Non-Minority Students	40.8%	42.5%	43.6%	43.4%	42.5%
Grade 4, Minority Students	13.3%	13.9%	16.1%	16.6%	18.7%
Gap	27.5%	28.6%	27.5%	26.8%	23.8%
Grade 8, Non-Minority Students	12.3%	16.4%	17.2%	16.1%	16.4%
Grade 8, Minority Students	1.4%	2.6%	3.5%	3.2%	3.6%
Gap	10.9%	13.8%	13.7%	12.9%	12.8%
Grade 10, Non-Minority Students	11.1%	11.9%	14.6%	12.3%	14.4%
Grade 10, Minority Students	1.5%	1.7%	2.2%	1.8%	2.5%
Gap	9.6%	10.2%	12.4%	10.5%	11.9%
SCIENCE					
Grade 3, Non-Minority Students	40.6%	51.3%	52.3%	54.0%	53.9%
Grade 3, Minority Students	12.0%	21.1%	21.4%	25.9%	27.7%
Gap	28.6%	30.2%	30.9%	28.1%	26.2%
Grade 7, Non-Minority Students	17.1%	18.1%	16.3%	17.1%	18.3%
Grade 7, Minority Students	3.0%	2.7%	2.8%	3.0%	3.0%
Gap	14.1%	15.4%	13.5%	14.1%	15.3%
Grade 10, Non-Minority Students	5.1%	6.7%	10.1%	6.0%	7.4%
Grade 10, Minority Students	0.6%	0.9%	1.5%	.8%	1.1%
Gap	4.5%	5.8%	8.6%	5.2%	6.3%
COMMUNICATION ARTS					
Grade 3, Non-Minority Students	33.3%	36.2%	36.1%	40.0%	38.9%
Grade 3, Minority Students	11.4%	15.0%	15.3%	18.9%	16.9%
Gap	21.9%	21.2%	20.8%	21.1%	22.0%
Grade 7, Non-Minority Students	34.9%	37.0%	39.7%	36.7%	37.6%
Grade 7, Minority Students	11.1%	12.1%	13.9%	13.3%	12.9%
Gap	23.8%	24.9%	25.8%	23.4%	24.7%
Grade 11, Non-Minority Students	25.9%	25.2%	25.0%	26.3%	24.4%
Grade 11, Minority Students	7.4%	7.7%	7.7%	8.0%	7.2%
Gap	18.5%	17.5%	17.3%	18.3%	17.2%
SOCIAL STUDIES					
Grade 4, Non-Minority Students	31.0%	43.4%	47.7%	46.1%	48.6%
Grade 4, Minority Students	8.4%	15.7%	19.8%	18.5%	22.7%
Gap	22.6%	27.7%	27.9%	27.6%	25.9%

PERCENT OF STUDENTS SCORING "PROFICIENT" OR ABOVE ON MAP	1999	2000	2001	2002	2003
SOCIAL STUDIES <i>continued</i>					
Grade 8, Non-Minority Students	42.8%	48.3%	47.6%	48.1%	46.8%
Grade 8, Minority Students	11.8%	14.9%	16.7%	16.0%	16.8%
Gap	31.0%	33.4%	30.9%	32.1%	30.0%
Grade 11, Non-Minority Students	15.8%	18.8%	22.6%	17.7%	20.5%
Grade 11, Minority Students	3.2%	4.2%	6.4%	4.6%	4.6%
Gap	12.6%	14.6%	16.2%	13.1%	15.9%

SOURCE: Missouri Assessment Program, September 2003

ABOUT THE MEASURE: Non-minority students are "white, not Hispanic" and minority students are "black" and "Hispanic." The percentages represent students scoring at the "proficient" and "advanced" levels on the Missouri Assessment Program. Social studies results for 1999 and science and social studies results for 2003 are based on voluntary, not required, administrations.

Why is this objective important?

It is not enough to raise the achievement levels of some students—we must ensure that *all* students are learning. An equitable opportunity for all learners to succeed is critical to their future as well as to the future of our state. The Department of Elementary and Secondary Education must play a leadership role in assuring all learners, regardless of their race, ethnicity, economic status, location, gender, or special needs, are provided equitable access to an excellent education and the resources needed to succeed. Missouri schools must provide curriculum and instruction that promote high expectations, academic standards, and "real-world" activities across all subject areas for *all* students.

Under the federal No Child Left Behind Act requirements each school and district, including charter schools, will be assessed to determine if it has achieved Adequate Yearly Progress (AYP) in communication arts and math. In addition, each of the following subgroups will be monitored for AYP, unless there are 30 or fewer students in the subgroup:

Asian	White
Black	Other/Non-response
Hispanic	Free/Reduced lunch
Indian	IEP (Special education)
Pacific Islander	LEP (Limited English proficiency)

Schools must make sure that at least 95 percent of the students in every subgroup are included in the MAP testing. If the 95 percent threshold is not met, that group cannot meet AYP, regardless of the subgroup's overall scores. Missouri uses the term "Level Not Determined" (LND) to describe students who did not take the appropriate MAP tests or who did not make a valid attempt to complete a test. Thus, if any subgroup's "LND" number exceeds 5 percent, that group will not meet AYP.

How does Missouri compare to other states and the nation on this measure?

The MAP is not given to students in other states; however, samples of students from most other states take the National Assessment of Educational Progress (NAEP). An examination of the percentage of students scoring at or above proficient on the NAEP shows that over time the gap in scores between minority and non-minority students is not consistently decreasing. In almost every case, the gap in scores between minority and non-minority students in Missouri is much less than the gap in scores between the minority and non-minority scores at the national level.

Grade- 4 Mathematics: In Missouri, the gap in grade-4 mathematics increased by 11 percent from 1996 to 2000. In the nation, the gap increased by 23 percent from 1996 to 2000. In 2000, the gap in grade-4 math was 22 percent compared to 25 percent in the nation.

Grade-8 Mathematics: In Missouri, the gap in grade-8 mathematics increased by only 1 percent from 1996 to 2000. In the nation, the gap increased by 13 percent from 1996 to 2000. In 2000, the gap in grade-8 math was 20 percent compared to 28 percent in the nation.

Grade-4 Reading: In Missouri, the percentage of minority students scoring proficient or above increased by 25 percent from 1998 to 2002. In the nation, the percent of change for minority students scoring proficient or above in the same time period was 17 percent. However, the gap in scores between minority and non-minority students was almost the same for Missouri and the nation--27 percent and 26 percent, respectively.

Grade-8 Reading: In Missouri, the percentage of minority students scoring proficient or above increased by 44 percent from 1998 to 2002. In the nation, the increase in the percentage of minority students scoring proficient or above for the same time period was 43 percent. The gap in scores between minority and non-minority students was higher for Missouri than the nation--24 percent and 22 percent, respectively.

Grade 4-Science: In 2000, the gap in grade-4 science was 28 percent compared to 29 percent in the nation. However, in Missouri, 13 percent of the minority students scored proficient or above compared to only 8 percent of the minority students scoring in this range nationally.

Grade 8-Science: In Missouri, the percentage of minority students that scored proficient or above increased by 34 percent from 1996 to 2002. In the nation, the percent of increase for minority students scoring proficient or above in the same time period was only 17 percent. However, the gap in scores between minority and non-minority students were very similar--32 percent for Missouri and 31 percent for the nation.

Grade 4-Writing: In 2000, the gap in grade-4 writing was 13 percent compared to 17 percent in the nation.

Grade 8-Writing: In 2000, the gap in grade-8 writing was 16 percent compared to 24 percent in the nation. In Missouri, the percentage of minority students scoring proficient or above increased by 225 percent from 1998 to 2002. In the nation, the increase in the percentage of minority students scoring proficient or above for the same time period was 63 percent.

What factors influence this measure?

- Teacher quality, including teachers' ability to address individual learning styles and consider diverse cultures
- Expectations for minority students
- School climate
- Adequacy of financial resources available to high-minority and/or high-poverty schools
- Family literacy
- Parent involvement and support
- Quality of children's early care and education
- Community support for schools
- Leadership provided by local school boards, district administrators, and building principals

What works?

- Good teachers—qualified, experienced, effective
- High-quality professional development that helps practicing teachers move beyond cultural issues and improve instruction for minority students

- Teacher preparation programs that equip future teachers with skills and practical experiences in teaching diverse student groups
- High expectations for all students
- High standards for all students
- Challenging curriculum aligned with the standards
- Assessment and accountability systems that provide accurate information about student learning and suggest areas for improvement
- Data-driven decision making
- Additional learning time and assistance for students who are not making satisfactory progress
- Equitable and adequate funding for high-minority, high-poverty schools

For more information:

<http://dese.mo.gov/divteachqual/>

Division of Teacher Quality & Urban Education

Missouri Department of Elementary & Secondary Education

<http://dese.mo.gov/divimprove/>

Division of School Improvement

Missouri Department of Elementary & Secondary Education

<http://www.edtrust.org/main/index.asp>

The Education Trust

KEY STRATEGIES

- The Department will expand professional development programs that help teachers move beyond cultural differences, change practices and improve instruction for racial/ethnic-minority students.
- The Department will focus resources toward school districts within targeted regions of the state with high concentrations of racial/ethnic-minority or low-income students to assist them in initiating efforts to improve achievement.
- The Department will require districts to review and report student achievement data by racial/ethnic groups.
- The Department will hold school districts accountable for the achievement of racial/ethnic minority students through the Missouri School Improvement Program (Standard 9.1.3).
- The Department will improve communication with citizens, members of the education community, and policymakers about the gap between achievement of racial/ethnic-minority students and non-minority students.
- The Department will encourage teacher preparation programs to provide their students with practicum experiences in a variety of school, community and cultural settings.
- The Department will target resources to expand the available pool of minority and male teachers.
- The Department will develop incentives to increase the pool of teachers in high demand fields (e.g., math, science, special education, technology education) and in urban, rural and high-poverty areas.
- The Department will assist districts in recruiting higher-quality teachers for their lowest-performing schools.
- The Department will identify model programs and practices in high-performing schools with significant numbers of minority students.

- The Department will provide student-achievement data in user-friendly formats to schools as well as assistance in making data-based decisions to improve student performance.

KEY PROGRAMS

- The Pathways Program, which helps to ensure high-minority schools are staffed by qualified teachers
- The Kansas City School District-Higher Education Partnership
- Missouri Minority Teaching Scholarship
- Missouri School Improvement Program
- Academically Deficient Schools Management Teams
- Transition to Teaching Project

KEY OBJECTIVE 3

Increase from 73 to 90 percent the number of students who score “satisfactory” or above on the third-grade reading component of the MAP, by 2008.

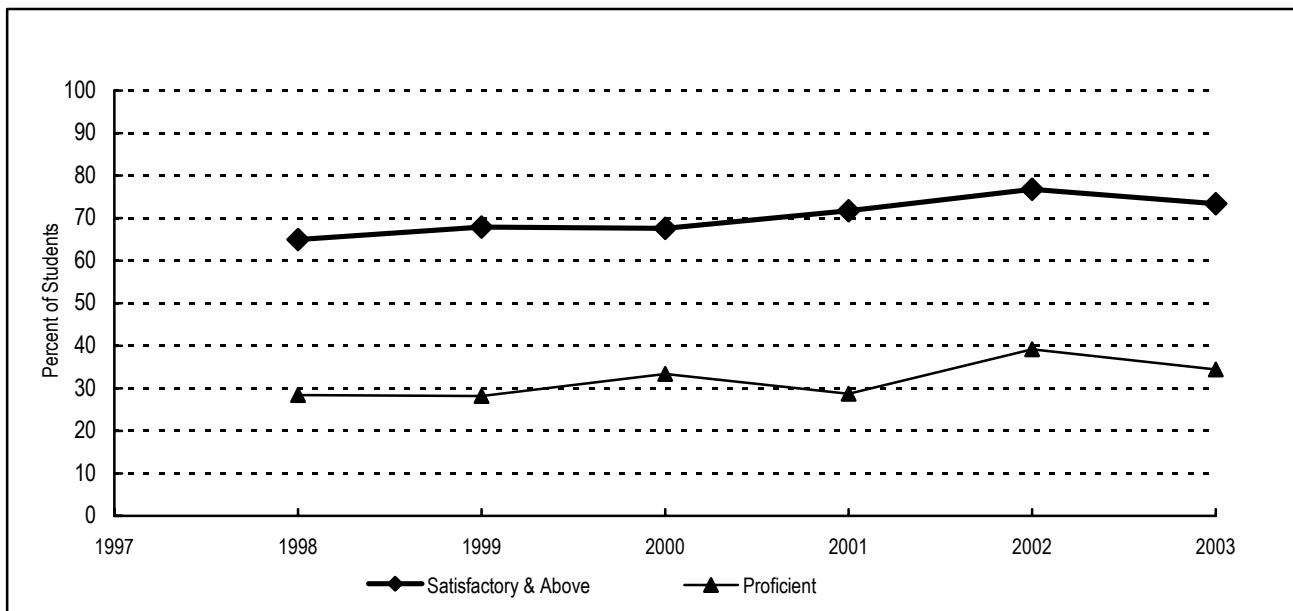
What’s the trend?

In 2003, approximately 34 percent of Missouri third-grade students scored at the highest and most desired achievement level (“proficient”) on the MAP reading component. (See “About the Measure” on the next page for information about the MAP reading scale.) Since the first required administration of the MAP reading component, the percentage of proficient readers has increased by over six points (from 28.2 percent).

When we expand our analysis by examining the proportion of third-grade students in the top two MAP reading achievement levels (“proficient” and “satisfactory”), we find that slightly over 73 percent scored in one of these two categories in 2003, which represents an increase of over five percentage points from the first required administration (67.9 percent). These data show that almost three-fourths of Missouri’s third-grade students are reading at or above a level that would be expected, given their grade placement. Thus, while we still have work to do to attain this objective, we are moving in the right direction.

Missouri seventh-graders have also demonstrated improvements in reading proficiency. The percentage of students scoring “satisfactory” or above on the MAP reading component of the seventh-grade communication arts assessment has increased by just over five points from the first required administration (57.5 percent) to the current year (62.6 percent).

**Percent of third-graders scoring “satisfactory” or above
on the reading component of the MAP communication arts assessment**



MAP READING SCORES	1997	1998	1999	2000	2001	2002	2003
GRADE 3							
Percent “satisfactory” and above		65.0%	67.9%	67.6%	71.7%	76.8%	73.4%
Percent “proficient”		28.4%	28.2%	33.5%	28.7%	39.2%	34.4%
GRADE 7							
Percent “satisfactory” and above		59.1%	57.5%	59.0%	64.4%	65.8%	62.6%
Percent “proficient”		31.2%	29.5%	33.9%	32.6%	34.5%	33.7%

SOURCE: Missouri Assessment Program, September 2003

ABOUT THE MEASURE: Using data derived from the MAP third- and seventh-grade communication arts assessments, the Department reports a reading score that reflects a student’s ability to apply, analyze, synthesize and evaluate the information that she/he has read. Reading achievement among third- and seventh-graders, as measured by this score, is one of the performance standards in the Missouri School Improvement Program (Standard 9.2).

Performance on the MAP reading component is reported using three achievement categories: “Proficient,” “Satisfactory,” and “Unsatisfactory.” Students scoring at the “proficient” level are able to go beyond the typical grade-level expectations to demonstrate mastery of basic reading skills and to apply what they comprehend in complex and sophisticated ways. Students scoring at the “satisfactory” level are performing in the range typically associated with grade-level expectations, using basic reading skills to comprehend grade-appropriate text. “Proficient” is the desired achievement level for all students, and students who score at that level demonstrate the knowledge and skills called for by the Show-Me Standards.

Why is this objective important?

Reading is an essential skill for success in school and in life. Students who do not learn to read in the primary grades will struggle throughout their school careers. These excerpts from a 1998 report by the National Research Council emphasize the importance of improving reading achievement:

...we are most concerned with the large numbers of children in America whose educational careers are imperiled because they do not read well enough to ensure understanding and to meet the demands of an increasingly competitive economy. Current difficulties in reading largely originate from rising demands for literacy, not from declining absolute levels of literacy.

To be employable in the modern economy, high school graduates need to be more than merely literate. They must be able to read challenging material, to perform sophisticated calculations, and to solve problems independently (Murnane and Levy, 1993). The demands are far greater than those placed on the vast majority of schooled literate individuals a quarter-century ago....

Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of grade 3 (for reviews, see Slavin et al., 1994). A person who is not at least a modestly skilled reader by the end of third grade is quite unlikely to graduate from high school. Only a generation ago, this did not matter so much, because the long-term economic effects of not becoming a good reader and not graduating from high school were less severe.

—Preventing Reading Difficulties in Young Children (March 1998)

The state’s and local districts’ ability to meet federal No Child Left Behind (NCLB) requirements are directly impacted by student achievement on the MAP. To achieve the goal of all children being “proficient” (as defined by each state) by 2014, all public schools and districts must make satisfactory improvement each year toward that goal. The Department has established specific annual targets for Adequate Yearly Progress (AYP) in communication arts and math. This year (2003), the AYP goal for all schools in communication arts is 19.4% of all students being proficient. (This same goal applies to all subgroups of students.) In 2005, this target jumps to 38.8

How does Missouri compare to other states and the nation on this measure?

NAEP Results

Missouri's fourth-grade students tend to score slightly above students from the nation as a whole on the NAEP reading assessment. In 2002, 32 percent of Missouri grade-4 scores were at or above the proficient level; this percentage was higher than the percentage of the nation's students scoring at this level (30 percent). Likewise, 33 percent of Missouri grade-8 scores were at or above the proficient level compared to 31 percent for the nation.

Terra Nova Results

Missouri's third-grade students score significantly higher (e.g., 62nd percentile in 2003) than their national peers on the reading subtest of the nationally normed component (the Terra Nova) of the MAP communication arts assessment. Our state's seventh-grade students also score significantly higher (e.g., 62nd percentile in 2003) than their national peers on the Terra Nova.

What factors influence this measure?

- Educators' access to professional development in research-based reading instruction
- Educators' ability to implement research-based reading instruction, including use of informal, ongoing assessment to monitor student reading progress
- Family literacy and students' motivation to read
- Quality of children's early care and education

What works?

- Scientifically based reading instruction that reflects a balanced approach to developing literacy
- High-quality, ongoing professional development within the classroom and school for teachers and administrators
- Pre-service education for elementary and middle-school teachers that includes instruction on reading research and opportunities to put theory into practice
- Early identification of students with reading problems and use of appropriate intervention methods
- Involving parents in support of their children's reading
- Early childhood experiences that promote literacy
- School reading initiatives linked to adult literacy programs
- Strong, school wide focus on improving reading, sustained over time

For more information:

<http://dese.mo.gov/divimprove/>

Division of School Improvement

Missouri Department of Elementary & Secondary Education

<http://sps.k12.mo.us/reading/>

Missouri Reading Initiative

<http://www.learningfirst.org/>

Learning First Alliance

KEY STRATEGIES

- The Department will review the competencies that elementary education majors are expected to master and ensure they include the knowledge and skills needed to teach all students to read well.
- The Department will increase professional development for teachers and administrators on effective, scientifically based reading programs.
- The Department will provide technical assistance to districts not making adequate progress in student reading results.
- The Department will provide targeted resources/programs to improve reading scores.

KEY PROGRAMS/SERVICES

- Reading First grants
- Title I
- Missouri Reading Initiative
- Reading Recovery and Early Literacy Intervention Program (Southeast Missouri State University)
- Regional Professional Development Centers
- MoSTEP (Missouri Standards for Teacher Education Programs)
- Teacher Certification
- Adult/family literacy programs, e.g. Even Start
- Technical assistance in literacy curriculum development and student assessment, provided to teachers and administrators by Department staff (assistance with effective reading instruction)
- Data analysis

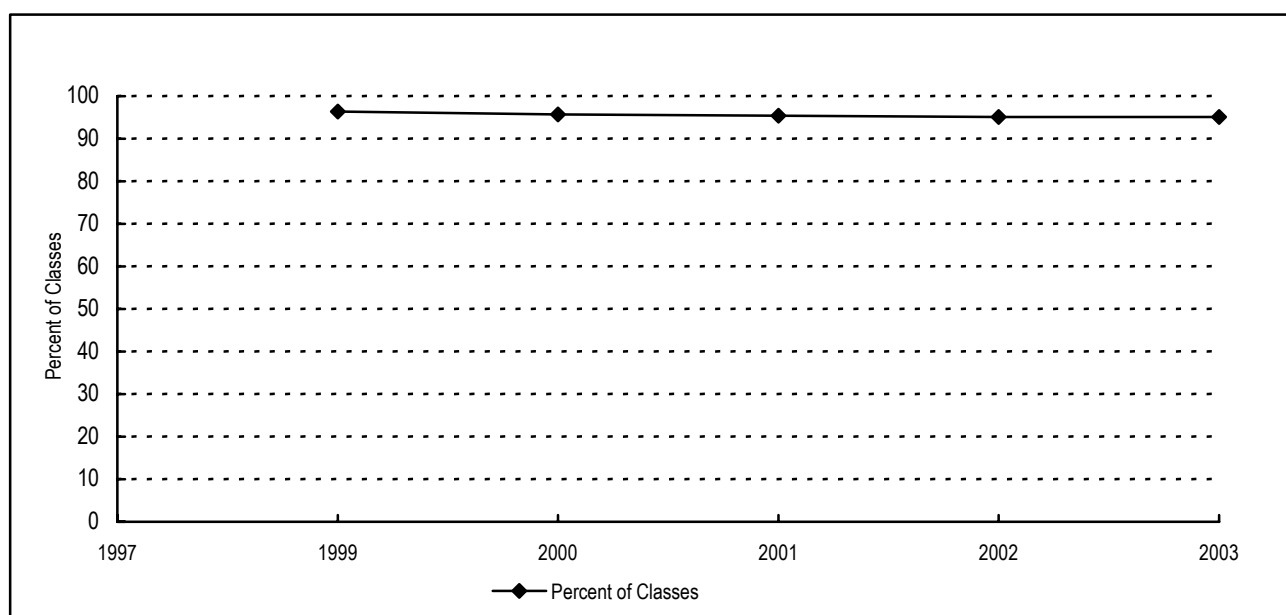
KEY OBJECTIVE 4

Maintain at no less than the current rate of 95 percent the number of Missouri public school classes taught by teachers with appropriate grade and subject certification.

What's the trend?

The percentage of public school classes taught by teachers with appropriate certification has not changed over the past few years; slightly over 96 percent of classes are still being taught by qualified individuals, according to Missouri School Improvement Program guidelines. The Department also is monitoring trends by subject area and certificate type.

Percent of classes taught by teachers with appropriate certification



Percent of public school classes taught by teachers with appropriate certification	1998	1999	2000	2001	2002	2003
		96.4%	95.7%	95.4%	95.14%	95.1%

SOURCE: School Core Data & Teacher Certification Records, August 2003

ABOUT THE MEASURE: This measure was developed by the Department of Elementary and Secondary Education to monitor one aspect of teacher quality in Missouri—Do Missouri teachers have the appropriate certificate(s) to teach their assigned courses? The Core Data system is used to identify classroom teachers and their assignments, and then that information is compared with teachers' certification records. The various courses and the required teaching certificates are defined by the Missouri School Improvement Program and listed in the Core Data manual (Exhibit 10). Qualified teachers are those who have appropriate grade-level and subject-area certificates, which may be lifetime, renewable, provisional, special, vocational, etc. Unqualified teachers are those who have incorrect certificates, expired certificates, or no certificates.

Why is this objective important?

Teachers are a critical factor in our efforts to improve student achievement. Research has confirmed the commonly held beliefs that the success of our schools and students is linked to the knowledge and instructional skills of teachers and the leadership of principals. Missouri faces teacher shortages in subject areas such as math, science, special education, and technology education, as well as administrator shortages. Recruitment and retention of qualified educators is a particular problem in urban, rural and high-poverty areas of the state.

The Department must help ensure that Missouri's public education system has sufficient and well-qualified school personnel, who can deliver on the promise of high academic standards and expectations for all students. The challenges of recruiting highly qualified prospects to the education profession, preparing them effectively, providing them with support early in their careers, ensuring they have opportunities for professional development, offering them good working conditions, and paying them competitive salaries—must be addressed. These challenges must be faced by the state, by local schools districts and the communities they serve, by colleges of education, and by professional education organizations.

The No Child Left Behind Act contains a provision that requires all core area teachers to be "highly qualified" within four years. The federal law defines "core area teachers" as those in English, reading or language arts, math, science, foreign language, civics, government, economics, arts, history and geography. On a statewide basis, it appears that Missouri is well positioned as we start working toward the goal of 100% highly qualified teachers. Districts that have less than 95 percent of classes taught by appropriately certificated staff will be required to put the highest priority for use of their Title II funds toward supporting teachers in obtaining appropriate certification.

How does Missouri compare to other states and the nation on this measure?

There is no comparable national data for this measure.

(NOTE: Additional information on related national measures is being collected and will be reported when available.)

What factors influence this measure?

- Student enrollment
- Standards for pupil-teacher ratios
- Public recognition of the importance of teaching
- Salaries for teachers and administrators
- School climate and working conditions
- State, local and federal funding for schools
- State certification requirements
- MSIP program-of-study and use-of-certificate requirements
- Teacher recruitment practices
- Quality and capacity of teacher preparation programs
- School district support for new teachers and administrators
- Instructional leadership at the building and district levels
- Opportunities for professional development
- Understanding of the state's diverse educational environments

What works?

- Competitive teacher salaries
- Good working conditions, including reasonable class sizes
- Teacher preparation programs that
 - prepare future teachers for the challenges of today's classrooms (effective instruction, performance assessment, culturally diverse student populations, various learning styles)
 - integrate practicum experience throughout the program
 - respond to subject-area and location shortages
- Financial incentives for choosing teaching as a career, such as scholarships and college loan forgiveness programs
- Longevity incentives that encourage teachers to stay in the profession
- A streamlined certification process that preserves high standards
- Alternative pathways to certification
- Networks that link schools that need teachers with teachers looking for jobs
- Mentoring programs for new teachers and administrators
- Ongoing, job-imbedded professional development

For more information:

<http://dese.mo.gov/divteachqual/>

Division of Teacher Quality & Urban Education

Missouri Department of Elementary & Secondary Education

<http://www.rnt.org/>

Recruiting New Teachers, Inc.

<http://www.nctaf.org>

National Commission on Teaching and America's Future

KEY STRATEGIES

- The Department will advocate for sustaining a dependable flow of basic state aid to help districts improve educator salaries, maintain lower pupil-teacher ratios, and continue targeted professional development programs.
- The Department will assist schools by providing districts with greater flexibility in meeting student needs and educators with additional income.
- The Department will collaborate with local education agencies, teacher preparation institutions, and statewide teacher and administrator associations to identify and implement effective recruitment initiatives, including efforts to attract top high school students to the field of education.
- The Department will develop incentives to increase the pool of teachers in high-demand fields (e.g., special education, math and science, technology education) and in rural, urban, and high-poverty areas.
- The Department will collaborate with teacher preparation institutions to develop new pathways for well-qualified, non-traditional candidates to enter the profession; opportunities should be extended to individuals with college degrees in other fields as well as those with work experience who are pursuing an initial college degree.

- The Department will collaborate with local education agencies and teacher preparation institutions to identify and implement effective teacher and administrator retention initiatives (e.g., mentoring programs, establishing realistic teaching and extra-curricular assignments).
- The Department will provide incentives to attract higher-quality teachers to low-performing schools, including rewards for those who earn certification by the National Board for Professional Teaching Standards.

KEY PROGRAMS/SERVICES

Annual report on teacher recruitment and retention (includes information on teacher demographics, vacancy data, and supply factors)

- Annual Report on Teacher Recruitment and Retention
- Special Education Tuition Reimbursement
- Counselor Tuition Reimbursement
- Missouri Teacher Education Scholarship Program
- Missouri Minority Teaching Scholarship
- Career Ladder
- Information about Federal Loan Forgiveness Programs
- State Forgivable Loan Program
- JOBS Web Site New Teacher Support
- New Teacher Support
- Recruitment and Retention Awards
- Temporary Authorization Certificate
- Alternative Teacher Preparation Program
- National Board Certification
- State Action for Education Leadership Project
- Mentoring New Teachers
- Career Transition Program
- Troops-to-Teachers Program
- Pathways
- Transition to Teaching Project

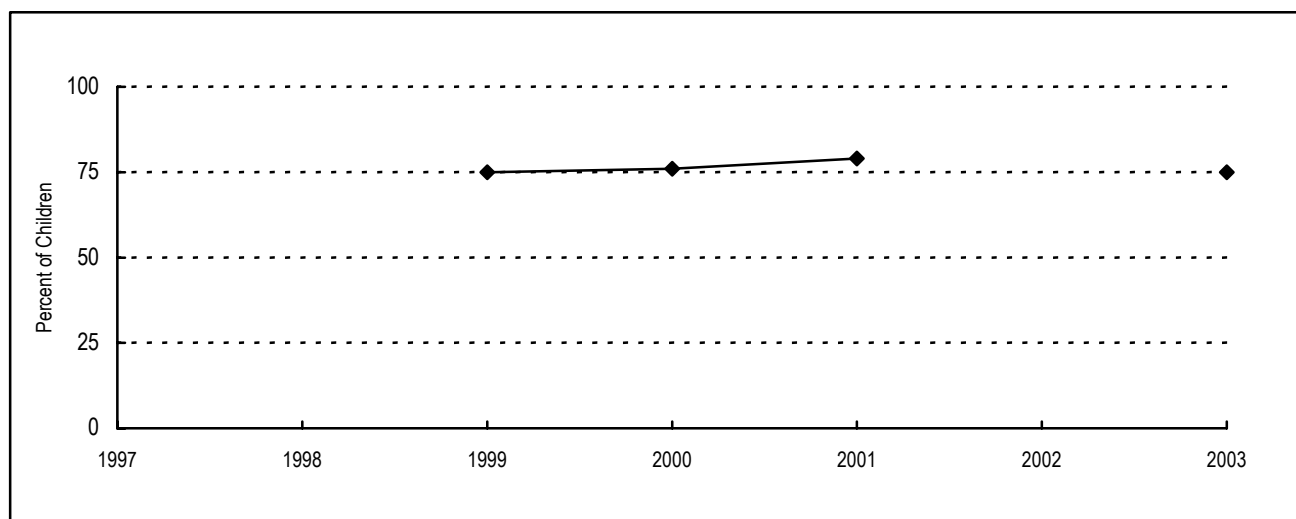
II. KEY OUTCOME

Increased percentage of children entering school ready to succeed

What's the trend?

More than three-fourths of Missouri kindergartners enter school with average or above average school readiness skills, according to results of the Missouri School Entry Assessment.

Percent of children with “average” or “above average” school readiness skills



Percent of children with “average” or “above average” school readiness skills	1999	2000	2001	2002	2003	2004*	2005*	2006*
	75%	76%	79%		75%	76%	77%	78%

SOURCE: Missouri School Entry Assessment, 1999-2001

*These are projected figures for 2004, 2005, and 2006.

ABOUT THE MEASURE: The Missouri School Entry Assessment was conducted for the first time during the 1998-99 school year by the Department of Elementary and Secondary Education, in cooperation with the Departments of Health, Mental Health and Social Services. The assessment was not conducted during the 2001-02 school year, but was conducted again during the 2002-03 school year and will be conducted in alternating years in the future. The assessment involves approximately 3,500 kindergartners drawn from a stratified, random sample of Missouri districts and schools. Teachers rate children on 66 items in general areas such as language development, mathematical understanding, and how they work with others. Based on their observations, teachers also rate each child in terms of his or her preparation for kindergarten. Children rated as average or above average are considered prepared for kindergarten. A complementary parent survey provides information about major pre-kindergarten experiences.

Why is this outcome important?

Neuroscience findings indicate that the first five years of life are critical in the development of a person's character and behavior. Research shows that quality early care and parent education programs improve children's readiness for school and later success. Failure to address the need for quality early care and parent education will mean that some Missouri children start school with undiagnosed developmental delays or health problems that could jeopardize their chances for success. Without a strong start in school, students will not acquire essential knowledge and skills and will be less likely to complete high school and continue their education. Without quality early care and parent education, costs for special education and remedial education services could increase. Opportunities to reduce child abuse and neglect through parent education and support will be lost.

How does Missouri compare to other states and the nation on this measure?

Comparative measures are not available at this time. A few other states (eg. Maryland, North Carolina) are conducting school-readiness assessments similar to Missouri's. Also, the National Center for Education Statistics, U.S. Department of Education, is conducting the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, to provide long-needed information about the school-readiness of a nationally representative sample of children. The study, which initially assessed the kindergartners' performance in reading and mathematics and collected information about their home-reading experiences, will follow the children's progress through fifth grade.

What factors influence this measure?

- Awareness and understanding among parents and school personnel of the research showing the importance of quality early care and education
- Families' awareness of and access to community agencies that can provide needed support services
- Districts' ability to provide adequate space and support services for preschool and full-day kindergarten programs
- Funding

What works?

Missouri has made progress during the past decade in providing quality early care and parent education programs. These programs must be expanded, however, to ensure that all families have access to high-quality preschool and child-care services and to ensure that parents are skilled, first teachers of their children. Approximately 366,000 Missouri children under the age of five and their families are eligible to take advantage of one or more of these programs or services:

- **Parents as Teachers (PAT)** is a voluntary program that supports parents in their role as their child's first and most influential teacher. PAT also provides screenings so that developmental delays and health needs can be identified and addressed before children enter kindergarten.
- The **First Steps** program provides early intervention services for children with special needs from birth to age three and their families.
- The **Missouri Preschool Project (MPP)** and **Title I preschools** are sponsored by the Department. Research shows that the quality of an early childhood program is directly related to the education and training of the early childhood teacher/caregiver. Both of Missouri's programs have high standards for teachers, curriculum and class size. MPP requires licensing before the opening of the preschool and accreditation by a nationally recognized organization within three years of opening.

Addressing the needs of young children and their families must be a collaborative effort among programs within the Department, and among the Department and other entities, both public and private, that provide services. The Department must continue to support initiatives that will create the cohesive, high-quality system envisioned by the state's Commission on Early Childhood Care and Education.

Other School Entry Assessment findings indicate that quality preschool experiences benefit children:

- When Parents as Teachers (PAT) is combined with any other pre-kindergarten experience for high-poverty children, the children score above average on all scales when they enter kindergarten.
- The highest performing children participate in PAT and preschool or center care. Among children who participate in PAT and attend preschool, both minority and non-minority children score above average. Children in both high-poverty and low-poverty schools who participate in PAT and attend preschool score above average when they enter kindergarten.

- Teachers rate special needs children who participate in PAT and preschool in addition to an early childhood special education program as being similar in preparation to other children.

Efforts to increase the percentage of students who enter school ready to succeed include making PAT services available to more families, especially those who meet high-need criteria; expanding educational preschool services through the Missouri Preschool Project and other programs created by House Bill 1519 (1998); and addressing quality issues, such as program accreditation, use of research-based curricula, teacher and teacher-assistant qualifications and professional development, and child-adult ratios. The Early Childhood Care and Education Interagency Team has developed an interagency work plan (goals, desired outcomes, objectives and strategies) to guide implementation of key initiatives.

For more information:

<http://www.dese.mo.gov/divimprove/fedprog/earlychild/>

Early Childhood Education Section

Division of School Improvement

Missouri Department of Elementary and Secondary Education

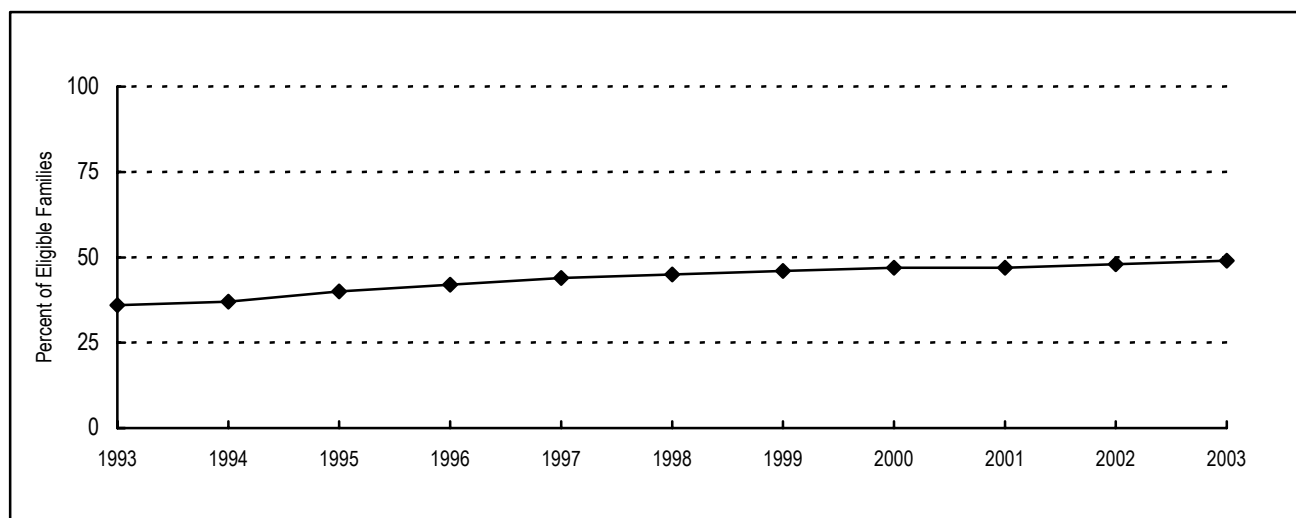
KEY OBJECTIVE 1

Increase from 48 to 60 percent the number of families with pre-kindergarten children who participate in parent education and related support services, by 2005.

What's the trend?

The percent of eligible families served by PAT grew from 30 percent in 1990 to 48 percent in 2002. State education officials have set the objective of serving 60 percent of eligible families by 2005; they also believe that a long-term goal of serving 70 percent of eligible families is reasonable, despite the voluntary nature of the program. In recent years, the state has redirected some PAT resources to increase services for the neediest families as well as increase the overall number of families served.

Percent of eligible families served by Parents as Teachers



	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Percent of eligible families with pre-kindergarten children served by PAT (0-5 program)	36%	37%	40%	42%	44%	45%	46%	47%	47%	48%	49%
Percent of PAT families who are "high need" (0-3 program)	40%	40%	42%	48%	38%	41%	41%	44%	44%	41%	44%
Number of districts with PAT participation rates below 30% (0-3 program)			213 (41%)	187 (36%)	173 (33%)	149 (28%)	122 (23%)	110 (21%)	101 (19%)	132 (25%)	131 (25%)

SOURCE: Early Childhood Education Section, 2003

ABOUT THE MEASURE: The PAT participation rate is calculated by dividing the number of families served by PAT statewide by the number of families with children, birth to five. The numbers of eligible families for the state and for each school district are derived from Census data multiplied by a change factor, which are supplied by the state demographer. The numbers of families served statewide and for each district are taken from end-of-the-year reports submitted by each district. "High need" families have one or more of the high-need characteristics (see "What works?" below).

Why is this objective important?

Parents as Teachers is Missouri's model home-school-community partnership, which supports parents in their role as their child's first and most influential teachers. Several independent evaluations of PAT, conducted between 1985 and 1995, have shown the program to be effective: 1) PAT children were significantly more advanced in language development, problem solving, and social development at age 3 than comparison children, 2) 99.5 percent of participating families were free of child abuse or neglect; 3) children whose families participated in PAT maintained their early gains in elementary school, based on standardized test results, 4) PAT parents continue to take an active role in their child's education, and 5) school districts have reduced costs because fewer students required special education services and remedial education and fewer students were retained.

The state's Early Childhood Development Act of 1984 requires all school districts to make parent education and screening services available to families with children birth to five. Parents in every Missouri school district can choose to take advantage of PAT services, which include personal visits from certified parent educators, group meetings, developmental screenings, and connections with other community resources.

How does Missouri compare to other states and the nation on this measure?

Missouri is the only state that provides for and funds universal access to Parents as Teachers; therefore, comparative data are not available.

What factors influence this measure?

- Awareness and understanding among parents and school personnel of the research showing the positive effect of this program—especially when it is combined with quality preschool experience—on young children
- PAT participation is voluntary.
- The ability of district PAT staff to reach high-need families and inform them about the benefits of PAT participation
- Funding

What works?

- Expanding services to high-need families.

For the past four years, school districts have been able to provide as many as 25 personal visits for families with high need. (High-need families include teen parents; unemployed parents; parents with disabilities; foster parents; parents involved with the state's corrections, mental health, health, or social service systems; non-English speaking parents; those with chemical dependencies.) In 2002-03, 44 percent of the families participating in PAT (birth to 3 program) met one or more of the high-need characteristics.

- Expanding services to families with three- and four-year olds.

164,369 Missouri families received parent-education services through PAT in 2002-2003. State education officials support expanding parent-education services for families with three- and four-year-olds so that they receive the same level of services as participants in the PAT birth-to-3 program. Continuing the same level of services for families with three- and four-year-olds would strengthen the transition to kindergarten and help increase school-readiness skills among Missouri children.

- Expanding developmental screening services.

In 2002-2003, 141,212 children, ages 1-5, participated in developmental, language, hearing and vision screenings, which help to detect and address problems that might affect a child's future success in school. State education officials also believe developmental screening services should

be expanded for all preschoolers. However, due to a decrease in funds for PAT it will not be possible to fund additional screenings in 2003-2004.

- Expanding outreach and publicity efforts.

Districts that actively recruit in hospitals, doctors' offices, WIC (Women, Infants and Children nutrition program) offices, and Family Services offices increase the percent of eligible families who participate in PAT.

For more information:

<http://www.dese.mo.gov/divimprove/fedprog/earlychild/>

Early Childhood Education Section

Division of School Improvement

Missouri Department of Elementary and Secondary Education

KEY STRATEGIES

- The Department will inform school leaders about the importance of increasing participation in parent education and support systems, particularly among high-need families.
- The Department will advise districts on removing barriers to the involvement of families and communities as active partners in their children's education through PAT, e.g. helping districts identify neutral locations where PAT parent educators can meet with parents who live in unsafe neighborhoods.
- The Department will make a concerted effort to assist districts that have historically low participation in PAT, including St. Louis and Kansas City.
- The Department will encourage districts to recruit more First Steps families and families of Head Start children into PAT.

KEY PROGRAMS

- Parents as Teachers (PAT)
- First Steps

KEY OBJECTIVE 2

Increase the number of children, ages three to five, receiving DESE-supported quality care and education services by 8 percent, by 2005.

What's the trend?

The number of children receiving DESE-supported preschool services has grown substantially in recent years. However, decreases in funding for 2003-2004 school year will make reaching the goal of 22,852 in 2005 difficult to achieve. Department staff would like to see the number of children served increase by 1,693 by 2005—from the 21,272 served in 2002 to 22,852 in 2005. Based on 2000 Census data, the Department estimates that there were 191,000 three-, four- and five-year-olds not enrolled in kindergarten in 2002; approximately 12 percent of the children received DESE-supported preschool services.

Number of children receiving DESE-supported preschool services



NUMBER OF CHILDREN SERVED	1997	1998	1999	2000	2001	2002	2003	2004*	2005*	2006*
Missouri Preschool Program				3,904	5,254	4,674	4,844	5,000	5,200	5,400
Title I Preschools	7,346	7,027	8,546	8,678	7,869	7,591	7,604	7,700	7,800	7,900
Early Childhood Special Education	6,558	6,924	7,687	8,010	8,036	9,007	10,049	11,000	12,000	13,000
TOTAL	13,904	13,951	16,233	20,592	21,159	21,272	22,497	23,000	25,000	26,300
Missouri preschoolers receiving DESE-supported care and education services					12%	12%	12%	12%	13%	14%

SOURCE: Early Childhood Education Section & Early Childhood Special Education Section, 2003

*These are projected figures for 2004, 2005, and 2006.

ABOUT THE MEASURE: This information is compiled by the Department of Elementary and Secondary Education, based on end-of-the-year reports submitted by school districts that offer these services.

Why is this objective important?

Recent research indicates that the early years of a child's life are crucial to the development of language skills and cognitive processes that determine a child's ability to succeed in school. Broad, varied experiences, language development, and the ability to manipulate sounds and recognize the letters of the alphabet are important indicators that a child will learn to read. Research also shows that all children benefit from quality preschool experiences; however, children with disabilities and developmental delays are likely to benefit the most. Data from the School Entry Assessment indicates that children who experience a center-based early childhood program and whose families have participated in Parents as Teachers are more likely than any other group of children to enter school ready to succeed.

How does Missouri compare to other states and the nation on this measure?

No comparable data have been found yet.

What factors influence this measure?

- Awareness and understanding among parents and school personnel of the importance of sustained quality preschool experiences for children
- Ability of districts to provide adequate space and support services for preschool programs
- Availability of funding affects the number of children that can be served in DESE-sponsored preschools.
- Availability of quality training for staff of preschool care and education programs.

What works?

School-based preschools become an integral part of the education program in a community, thus providing for a continuum of quality education experiences. DESE-sponsored preschools have high standards for quality and require certified teachers, developmentally appropriate curriculum, and a teacher-pupil ratio that allows for meeting individual student needs. Missouri Preschool Program preschools also are required to be licensed and accredited. Early Childhood Special Education services are determined by a child's Individualized Education Program team and are delivered in a variety of settings, including home and child-care settings, as well as schools.

A few states, e.g. Georgia and New York, now make prekindergarten programs available to all families, based on the impact quality preschool experiences can have on children's success in school.

For more information:

<http://www.dese.mo.gov/divimprove/fedprog/earlychild/>

Early Childhood Education Section

Division of School Improvement

Missouri Department of Elementary and Secondary Education

KEY STRATEGIES

- The Department will disseminate information to school leaders and parents on the benefits of quality preschools.
- The Department will encourage districts to reprioritize existing resources to expand preschool opportunities.
- The Department will fund quality training in nationally recognized programs for providers of preschool care and education.

- The Department will collaborate with other agencies in the state to support quality care and education for preschool children, e.g. Heads Up! Reading.

KEY PROGRAMS

- Missouri Preschool Program
- Title I Preschools
- Early Childhood Special Education services
- Family and Consumer Sciences training for providers of preschool care and education
- Heads Up! Reading

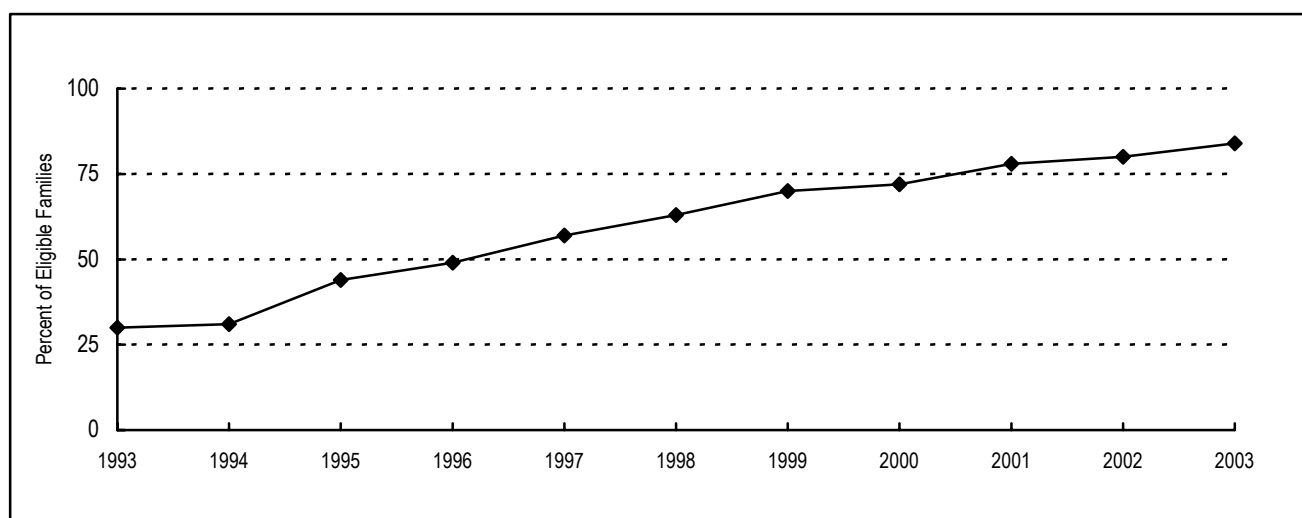
KEY OBJECTIVE 3

Increase from 80 to 84 percent the number of public school kindergartners attending full-day programs, by 2005.

What's the trend?

The percentage of Missouri public school kindergartners enrolled in full-day programs has increased significantly in the 1990s. Full-day kindergarten enrollment is considerably higher in Missouri than it is for the nation as a whole. Much of the growth in Missouri's full-day kindergarten programs is attributed to changes in the basic state-aid formula, approved as part of the state's Outstanding Schools Act of 1993. The formula provides funding for each hour of attendance in half-day and full-day programs.

Percent of kindergartners attending full-day programs



Percent of Missouri kindergartners attending full-day programs	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
	30%	31%	44%	49%	57%	63%	70%	72%	78%	80%	84%
NATIONAL COMPARISON: Percent of U.S. kindergartners attending full-day programs	45%	47%	50%	51%	54%	57%	58%	59%	61%	*	*
Number of Missouri districts that don't offer full-day kindergarten or that have low enrollment	291 (54%)	239 (45%)	166 (31%)	124 (24%)	90 (17%)	74 (14%)	53 (10%)	40 (8%)	33 (6%)	27 (5%)	29 (6%)

SOURCE: School Core Data, 2002-03, and U.S. Census Bureau, Current Population Surveys, 1995-2000

* Data not available from U.S. Census Bureau until 2004.

ABOUT THE MEASURE: Information about full-day kindergarten in Missouri public schools is collected through the School Core Data system. Missouri districts with "low enrollment" have 35 percent or fewer kindergartners enrolled in their full-day programs. The U.S. Census Bureau collects national data through the Current Population Survey, which is conducted annually in October. The percentages shown are the percentage of public school kindergartners enrolled in full-day programs.

Why is this objective important?

Recent research suggests that many children benefit academically and socially during their primary-grade years from participation in full-day kindergarten programs that are developmentally appropriate. Full-day kindergarten allows children and teacher's time to explore topics in depth, provides for greater continuity of day-to-day activities, and provides an environment that favors a child-centered, developmentally appropriate approach. Research also shows that parents favor full-day kindergarten programs, which reduce the number of transitions kindergartners experience in a typical day. ("Full-Day Kindergarten Programs," Diane Rothenberg, May 1995)

Preliminary results of a study being conducted by the Montgomery County, Md., Public Schools show that "a full-day/reduced-class-size kindergarten program is clearly essential for the higher-risk students to begin to close the gap in early literacy skills." ("Kindergarten Student Progress: Acquisition of Reading Skills, Year 1 of the MCPS Kindergarten Initiative, 2000-2001," Dr. Fran Bridges-Cline, August 2001)

How does Missouri compare to other states and the nation on this measure?

In 2003, 84 percent of Missouri kindergartners attended full-day programs, compared with 59 percent nationally. The number of Missouri kindergartners attending all day was well below the number nationally until the mid-1990s, when Missouri districts were able to expand full-day kindergarten programs with new funding provided by the state's Outstanding Schools Act of 1993.

What factors influence this measure?

- Districts' ability to provide adequate classroom space, which can be a particular problem in areas with growing student enrollments, and support services
- Funding

What works?

- Adequate facilities and support services for full-day programs
- Parent and educator awareness of the benefits of full-day kindergarten

For more information:

<http://www.dese.mo.gov/divimprove/fedprog/earlychild/>

Early Childhood Education Section

Division of School Improvement

Missouri Department of Elementary and Secondary Education

KEY STRATEGIES

- The Department will advocate for maintaining a dependable flow of basic state aid to support full-day kindergarten programs.
- The Department will inform school personnel and parents about the benefits of full-day kindergarten.
- The Department will explore the possibility of providing financial assistance to school districts that are trying to expand facilities to accommodate full-day kindergarten programs.

KEY PROGRAMS

- The Foundation Program, which gives districts credit for full-day attendance of kindergartners
- Early Childhood Education Programs
- Project Construct

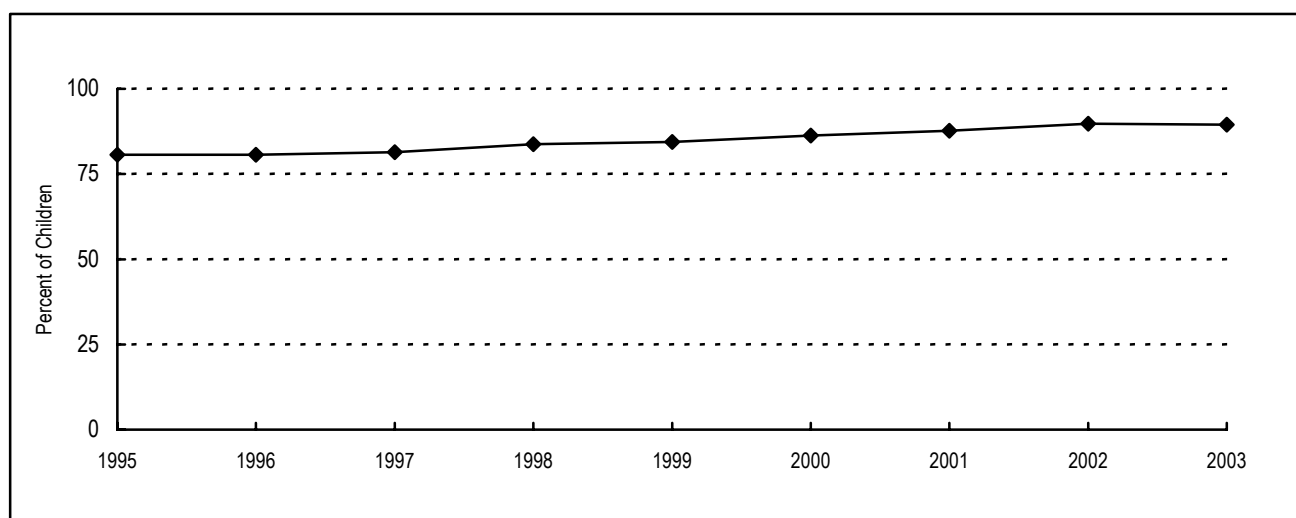
III. KEY OUTCOME

Increased percentage of 18-year-olds with a high school diploma or GED

What's the trend?

Since 1995, Missouri has shown slow, but steady progress in increasing the percentage of 18-year-olds with a high school diploma or General Education Development (GED) certificate, moving up from 80.7 percent to 89.5 percent.

Percent of 18-year-olds with a high school diploma or GED



Percent of 18-year-olds with a high school diploma or GED	1995	1996	1997	1998	1999	2000	2001	2002	2003
	80.7%	80.7%	81.4%	83.8%	84.4%	86.3%	87.7%	89.8%	89.5%

SOURCE: School Core Data, October 2003

ABOUT THE MEASURE: This measure is one of the Priority Results under the Management for Results Initiative. DESE's School Core Data Section calculates the measure using core data as well as data collected by the Federal Programs and Adult Education and Literacy sections. Private school graduation data have only been collected since 1995. Graduation data are not considered final for 10 years.

Why is this outcome important?

A high school diploma or GED credential is key to Missourians meeting their potential, both in terms of economic and educational success. According to the July 2002 "Current Population Reports" or CPS (U.S. Census Bureau), 1997--1999 earnings for workers 25 to 64 averaged \$25,900 for a high school graduate; those potential earnings dropped to \$18,900 for those who did not complete high school. According to the CPS report earnings differences compound over a lifetime with estimated lifetime earnings for a dropout (in 1999 dollars) of \$1.0m, while completing high school would increase earnings by another quarter-million dollars to \$1.2m, some college would earn \$1.5m, Associate's degree \$1.6m and Bachelor's degree of \$2.1m.

How does Missouri compare to other states and the nation on this measure?

There are no comparable data for the nation or other state for this measure; however, the National Center for Education Statistics (NCES) provides a high school completion rate, which is based on the Current Population Survey, conducted annually by the U.S. Census Bureau. The NCES high school completion rate allows us to monitor the percentage of 18- through 24-year olds not currently enrolled in high school who have a high school diploma or GED, for each state and the nation. The NCES publishes the rate as a three-year average in its annual publication, *Dropout Rates in the United States*. According to the 2000 edition, the high school completion rate for the nation has increased by only a net 3 percentage points during the last three decades, hovering around 85-86 percent since 1985. In Missouri, on the other hand, the school completion rate increased by 4.6 percent during the last decade compared to a national increase of just .7 percent. These data show that 92.6 percent of Missourians, ages 18 through 24, complete high school (average for 1998-2000). Missouri ranks fourth among the states on this school completion measure. Completion rates for surrounding states show Iowa at 90.8 percent, Illinois at 87.1 percent, Arkansas at 84.1 percent, and Kansas at 90.4 percent, for the same period, while the rate is 85.7 percent for the nation.

What factors influence this measure?

- The state's investment in programs that encourage students to complete school, such as A+ Schools, alternative schools and other programs for at-risk students, as well as a school accreditation program that holds districts accountable for increasing school completion rates
- Technological advances in the workplace and increased demands for a skilled labor force
- The strength of the economy, which affects job opportunities. Generally, a strong economy results in labor shortages, placing pressures on employers to meet staffing needs; this may result in less emphasis on high school credentials.
- Other social, environmental, cultural, generational, and health/addiction factors that influence individuals and combine to affect school completion and dropout rates

What works?

- Missouri School Improvement Program (MSIP). MSIP is the catalyst for a variety of programmatic improvements in Missouri school districts. Districts strive to meet accreditation standards, including a standard for school completion (Standard 10.1). Indicators are monitored, including dropout rates, level of parent involvement, at-risk student identification procedures, and professional development to help staff implement dropout prevention and intervention strategies.
- Missouri Adult Education and Literacy (AEL) programs and the state's Dropout Hotline
- The Show-Me Standards and Missouri Assessment Program (MAP). Missouri's standards-based reform efforts are bringing about changes in teaching practices that will benefit all students.
- A+ Schools, which provide incentives for local high schools to lower dropout rates and raise academic expectations for all students
- Local school district programs to address the needs of at-risk students, funded through "line 14" of the basic state aid formula that was established by Missouri's Outstanding Schools Act of 1993
- The 1998 Workforce Investment Act (WIA). As a result of WIA, there is increased interagency collaboration and cooperation at the state and local levels regarding youth services that affect school retention or GED attainment as well as career success strategies.
- Missouri Vocational Rehabilitation. Vocational Rehabilitation offers services to high school-aged youth with disabilities through the Transition from School-to-Work Program. These services are being made available in an increasing number of districts (361 of the 449 high schools in Missouri).

- High Schools That Work (HSTW). This whole-school, research and assessment-based reform effort for grades 9 through 12 was established by the Southern Regional Education Board in 1987. The effort offers a framework of goals, key practices and key conditions for accelerating student learning and raising standards. In February 2001, Missouri joined the High Schools That Work consortium of states. Grants were made available to six pilot Missouri schools for the 2001-02 school year; grants have been awarded to six new schools for 2002-03, bringing the total of participating schools to 12.
- Increased availability of technology in Missouri school districts is helping teachers meet a wide variety of student needs and learning styles, which in turn encourages students to stay in school.

For more information:

<http://dese.mo.gov/divvoked/>

Division of Vocational and Adult Education

Missouri Department of Elementary and Secondary Education

<http://dese.mo.gov/divvocrehab/>

Division of Vocational Rehabilitation

Missouri Department of Elementary and Secondary Education

<http://www.acenet.edu/calec/home.html>

Center for Adult Learning and Educational Credentials

American Council on Education

<http://www.sreb.org/programs/hstw/hstwindex.asp>

High Schools That Work

Southern Regional Education Board

KEY OBJECTIVE 1

Decrease the state's annual dropout rate to 3 percent by 2005.

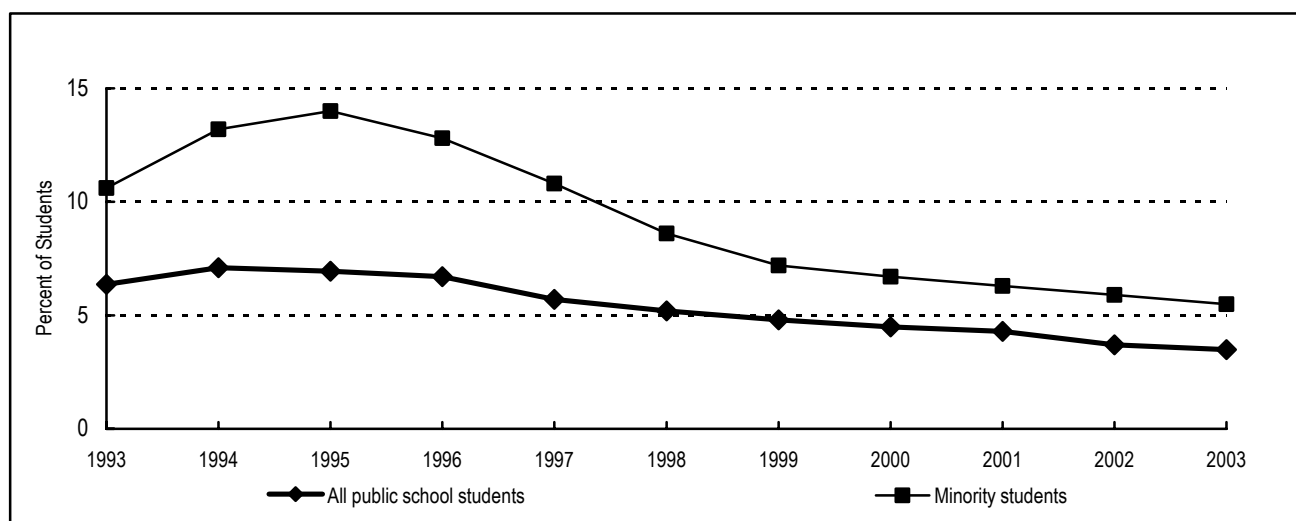
What's the trend?

The state's dropout rate dropped steadily to 3.5 percent in 2003. The rate for minority students, however, remains higher at 5.5 percent.

Breakout data show a larger decrease in the dropout rate for minority students between 1999 and 2003 than for non-minority students, while at the same time the overall dropout rate has decreased. This shows progress in closing the dropout rate gap.

The number and percent of school districts with a 5% or more dropout rate continues to decrease. In 1993 there were 202 districts or 45% of districts with a dropout rate in excess of 5%. In 2003 there were 61 or 14% with a dropout rate in excess of 5%.

Statewide dropout rate



DROPOUT RATE	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
All public school students	6.37%	7.10%	6.95%	6.70%	5.7%	5.2%	4.8%	4.5%	4.3%	3.7%	3.5%
Minority students	10.6%	13.2%	14.0%	12.8%	10.8%	8.6%	7.2%	6.7%	6.3%	5.9%	5.5%
Non-minority students						4.5%	4.4%	4.1%	3.8%	3.3%	3.1%
Gap, minority-non-minority students						4.1%	2.8%	2.6%	2.5%	2.6%	2.4%

DROPOUT RATE <i>cont'd</i>	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Districts with dropout rates of 5% or greater	202 (45%)	216 (48%)	216 (48%)	194 (43%)	147 (33%)	149 (33%)	116 (26%)	106 (24%)	106 (24%)	59 (13%)	61 (14%)

SOURCE: *School Core Data, October 2003*

ABOUT THE MEASURE: In the above statistics, non-minority students are “white non Hispanic” and minority students are “black” and “Hispanic.” The dropout rate equals (9-12 dropouts / 9-12 average enrollment) x 100. “Average enrollment” equals September enrollment plus transfers-in minus transfers-out minus dropouts added to total September enrollment then divided by two. These data reflect revisions for multiple years made through October 2003.

Why is this objective important?

The *KIDS COUNT in Missouri 2001 Data Book* (Citizens for Missouri’s Children and Children’s Trust Fund, January 2002) offers three findings that support the importance of this objective:

- First, as Missouri shifts to a knowledge-based economy, economic prospects for dropouts will become bleaker, as more and more jobs require advanced skills and technical knowledge. Between 1973 and 1997, the average hourly wage for high school dropouts decreased 31 percent when adjusted for inflation. High school dropouts make up nearly half of the heads of households receiving public assistance.
- Second, young people who are not in school are much more likely to end up in trouble than those who stay in school. Female dropouts are more likely to become teen parents, and pregnant teens are more likely to drop out of school. According to the Missouri Department of Corrections, 38 percent of Missouri’s prison population in FY 2001 had not completed high school or a GED, and the average cost of incarcerating offenders is about \$13,000 a year.
- Third, dropping out of high school has significant negative consequences for children of dropouts. Children of parents without a high school education are more likely to dropout of school themselves, perpetuating a cycle of diminished opportunities. One-third of these children must repeat a grade. They also require special services and are suspended or expelled more frequently.

How does Missouri compare to other states and the nation on this measure?

Collecting comparable dropout rates among the states is difficult because states vary in their definitions of dropouts as well as in their methodologies for data collection; however, the National Center for Education Statistics has developed a standard definition and standard data collection procedures currently followed by approximately 37 states. Based on this methodology, Missouri shows a 1998-99 dropout rate of 4.8 percent. Neighboring states adhering to the standardized methodologies for the same period include Iowa with a dropout rate of 2.5 percent, Illinois with 6.5 percent, Arkansas with 6.0 percent, and Nebraska with 4.2 percent. (NCES will not compute a national rate until all states can be included.)

Relative to the gap between minority and non-minority student dropout rates, no comparable data collection exists state to state. Information gathered on a national basis by the National Center for Education Statistics reflects a trend similar to Missouri, in that rates are decreasing for both groups, but those for minority groups remain higher. Over the past quarter century, dropout rates for minority groups, including black and Hispanic students, remain higher than those for non-minority students.

What factors influence this measure?

- The state’s investment in programs that encourage students to complete school, such as A+ Schools, alternative schools and other programs for at-risk students, as well as a school accreditation program that holds districts accountable for increasing school completion rates

- The strength of the economy, which affects job opportunities. Generally, a strong economy results in labor shortages, placing pressures on employers to meet staffing needs; this may result in less emphasis on high school credentials.
- Other social, environmental, cultural, generational, and health/addiction factors that influence individuals and combine to affect dropout rates
- Student mobility. “Children who move four or more times during their childhood are more likely to drop out than children who remain in the same school,” according to the *Kids Count in Missouri 2001 Data Book*.

What works?

- Missouri School Improvement Program (MSIP). MSIP is the catalyst for a variety of programmatic improvements in Missouri school districts. Districts strive to meet accreditation standards, including a standard for school completion (Standard 10.1). Indicators are monitored, including dropout rates, level of parent involvement, at-risk student identification procedures, and professional development to help staff implement dropout prevention and intervention strategies.
- Missouri Adult Education and Literacy (AEL) programs and the state’s Dropout Hotline
- The Show-Me Standards and Missouri Assessment Program (MAP). Missouri’s standards-based reform efforts are bringing about changes in teaching practices that will benefit all students.
- A+ Schools, which provide incentives for local high schools to lower dropout rates and raise academic expectations for all students
- Local school district programs to address the needs of at-risk students, funded through “line 14” of the basic state aid formula that was established by Missouri’s Outstanding Schools Act of 1993
- The 1998 Workforce Investment Act (WIA). As a result of WIA, there is increased interagency collaboration and cooperation at the state and local levels regarding youth services that affecting school retention or GED attainment as well as career success strategies.
- Missouri Vocational Rehabilitation. Vocational Rehabilitation offers services to high school-aged youth with disabilities through the Transition from School-to-Work Program. These services are being made available in an increasing number of districts (361 of the 449 high schools in Missouri).
- High Schools That Work (HSTW). This whole-school, research and assessment-based reform effort for grades 9 through 12 was established by the Southern Regional Education Board in 1987. The effort offers a framework of goals, key practices and key conditions for accelerating student learning and raising standards. In February 2001, Missouri joined the High Schools That Work consortium of states. Grants were made available to six pilot Missouri schools for the 2001-02 school year; grants have been awarded to six new schools for 2002-03, bringing the total of participating schools to 12.
- Increased availability of technology in Missouri school districts is helping teachers meet a wide variety of student needs and learning styles, which in turn encourages students to stay in school.
- Promoting reading programs that are scientifically research based. Students who learn to read well in elementary school will be more likely to succeed in school, and therefore less likely to drop out.
- Programs that facilitate community or cultural support systems, such as school-business partnerships

For more information:

<http://dese.mo.gov/divimprove/coredata/index.html>

Division of School Improvement, School Core Data Section
Missouri Department of Elementary and Secondary Education

<http://nces.ed.gov/>

National Center for Education Statistics

KEY STRATEGIES

- The Department will continue to communicate with high school counselors and administrators about utilizing the GED Option program as a means of encouraging school retention and completion.
- GED testing present to potential candidates, as a means of encouraging school retention and completion.
- The Department will provide resources to sustain and expand initiatives that encourage all youth to complete high school.
- The Department will evaluate districts' efforts to reduce the dropout rate through the Missouri School Improvement Program.
- The Department will improve the process that districts use to report dropout data, including the procedures for disaggregating data for racial/ethnic minority groups.
- The Department will develop centralized data collection and improve reliability of required dropout reports.
- The Department will provide in-service and professional development programs that will enable educators to better understand and adapt to individual student learning styles and instructional needs.
- The Department will improve communication with citizens, members of the education community, and policymakers about statewide school improvement initiatives and efforts to reduce the dropout rate.
- The Department will provide professional development geared specifically to the learning styles and cultures of racial/ethnic-minority students.
- The Department will focus resources toward school districts with high concentrations of racial/ethnic-minority students to assist them in decreasing the dropout rate of racial/ethnic-minority students using strategies recommended in "Raising the Bar-Closing the Gap" (Missouri Department of Elementary and Secondary Education, December 1997).
- The Department will target low-performing/high-dropout districts with technical assistance through Academically Deficient Schools Audit Teams.

KEY PROGRAMS

- A+ Schools
- Local district programs for at-risk students, funded through "line 14" of the basic state aid formula that was established by Missouri's Outstanding Schools Act of 1993
- Missouri School Improvement Program
- Alternative Education Centers, located at Area Vocational-Technical Schools
- Alternative schools, supported by the Safe Schools Grant Program

- Charter schools that serve at-risk students (According to state law, one-third of the charter schools approved to operate in St. Louis and Kansas City must serve at-risk students. See RSMo 160.405)
- Transition from School-to-Work Program, operated by the Division of Vocational Rehabilitation
- Reading First federal grant program
- Title I
- School and Business/Community Partnerships
- English-as-a-Second-Language Programs
- GED Option Program

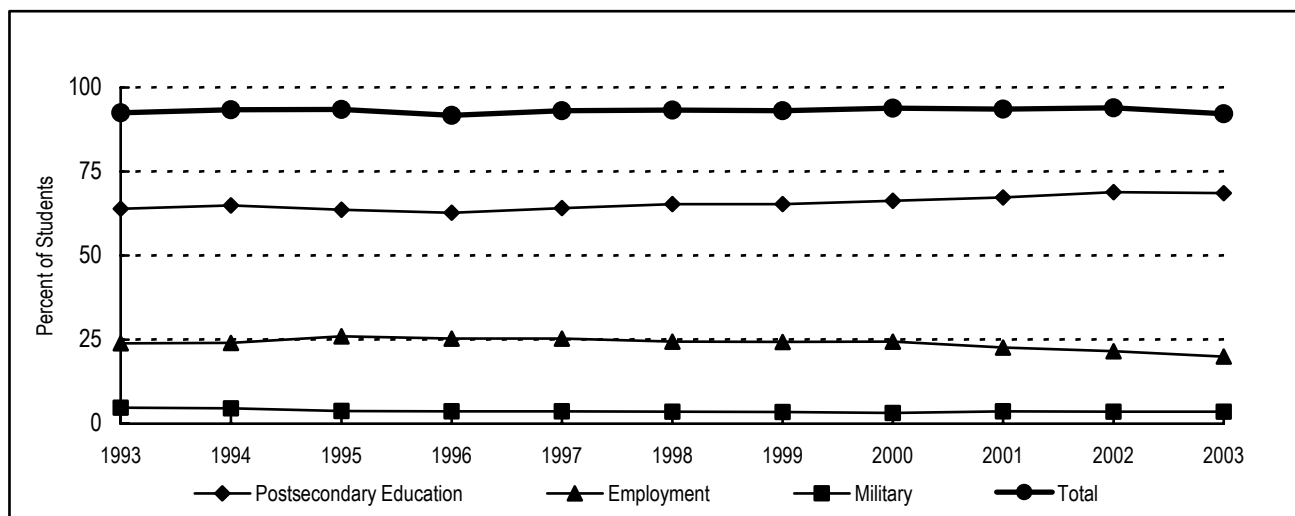
KEY OBJECTIVE 2

Increase to 96 percent the number of high school graduates who report entering postsecondary education, employment or the military, by 2005.

What's the trend?

During the last ten years Missouri high school graduate analysis has shown relatively stable levels of graduates entering the military, directly after high school. Employment has decreased from 23.9% in 1993 to 20% in 2003. Gains have been realized, in the number of graduates entering post-secondary education, particularly in the percentage of graduates entering two-year institutions, which grew from 16.7% in 1993 to 25.3% in 2003. At least part of this growth can be attributed to the A+ Schools program, which provides eligible students with tuition, books and fees to attend Missouri public community colleges or vocational-technical schools.

Percent of high school graduates entering postsecondary education, employment or the military



GRADUATE FOLLOW-UP	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Postsecondary Education	63.9%	64.9%	63.6%	62.7%	64.1%	65.3%	65.3%	66.3%	67.3%	68.9%	68.6%
• 4-year college	42.9%	42.3%	43.3%	41.5%	41.3%	40.9%	40.9%	39.6%	40.0%	40.0%	39.2%
• 2-year college	16.7%	17.6%	16.6%	17.7%	18.6%	19.9%	20.3%	22.7%	23.2%	24.9%	25.3%
• technical/vocational school	4.2%	4.1%	3.8%	3.5%	4.3%	4.5%	4.1%	4.0%	4.1%	4.0%	4.1%
Employment	23.9%	24.0%	26.0%	25.3%	25.3%	24.4%	24.3%	24.4%	22.6%	21.5%	20.00%
Military	4.7%	4.5%	3.8%	3.7%	3.7%	3.6%	3.5%	3.2%	3.7%	3.6%	3.6%
TOTAL	92.5%	93.4%	93.5%	91.7%	93.1%	93.3%	93.1%	93.9%	93.6%	94.0%	92.2%

SOURCE: School Core Data, October 2003

ABOUT THE MEASURE: Students entering postsecondary education include those who entered accredited two- and four-year colleges and universities, as well as those who entered other postsecondary programs. School districts must track graduates to meet Missouri School Improvement Program Standard 9.4 ("The percent of students demonstrating adequate preparation for postsecondary education and/or employment is at a high level or is increasing.") Graduate follow-up information is reported in February of

the year after students graduate. In this chart, the data are presented by graduating class, e.g., 68.6 percent of the 2002 graduating class enrolled in postsecondary education.

Why is this objective important?

Future goals of Missouri students have a direct impact on high school retention and completion rates. Employment, military enlistment, or entry into postsecondary education are all indicators that students have positioned themselves in high school to attain additional skill and knowledge through hands-on or formal training settings.

How does Missouri compare to other states and the nation on this measure?

Comparable data are not available at this time.

What factors influence this measure?

- Skill sets obtained during high school may not provide employability for available jobs.
- Both geographic and financial accessibility may pose barriers for entering postsecondary education.

What works?

- Missouri School Improvement Program. Districts strive to meet accreditation standards, which include “The percent of students demonstrating adequate preparation for postsecondary education and/or employment is at a high level or is increasing.” (Standard 9.4)
- A+ Schools. Students in Missouri’s A+ high schools can earn the opportunity to pursue a two-year degree, with paid tuition, books and fees, at a Missouri public community college or vocational technical school.
- The 1998 Workforce Investment Act (WIA). As a result of WIA, there is increased interagency collaboration and cooperation at the state and local levels, regarding youth services affecting career success strategies.
- Missouri Vocational Rehabilitation. Vocational Rehabilitation offers services to high school-aged youth with disabilities through the Transition from School-to-Work Program.
- High Schools That Work (HSTW). This whole-school, research and assessment-based reform effort for grades 9 through 12 was established by the Southern Regional Education Board in 1987. The effort offers a framework of goals, key practices and key conditions for accelerating student learning and raising standards.
- Vocational education and occupational technical training leading to postsecondary education and/or employment
- Missouri Comprehensive Guidance Program
- Carl D. Perkins Vocational and Technical Education Act of 1998 and performance standards for secondary vocational education have provided both funding and incentives for Missouri’s vocational institutions to continually improve performance.
-

For more information:

<http://dese.mo.gov/divvoced/>

Division of Vocational and Adult Education

Missouri Department of Elementary and Secondary Education

<http://dese.mo.gov/divvocrehab/>

Division of Vocational Rehabilitation

Missouri Department of Elementary and Secondary Education

<http://www.ed.gov/offices/OVAE/vocsite.html>

Office of Vocational and Adult Education

U.S. Department of Education

<http://www.sreb.org/programs/hstw/hstwindex.asp>

High Schools That Work

Southern Regional Education Board

<http://www.works.state.mo.us/index.html>

Missouri WORKS

Missouri Department of Economic Development

KEY STRATEGIES

- The Department will promote implementation and continued use of Missouri's Comprehensive Guidance Program by providing in-service training for school district personnel.
- The Department will support establishment, maintenance, and expansion of initiatives that encourage youth and adults to complete high school, attain higher levels of postsecondary education, and prepare for and enter careers.
- The Department, with input from business and industry, will continue to identify knowledge and skills (academic, employability, independent living, and technical) critical to entry-level employment and share the information with partnering agencies.
- With the cooperation of the Coordinating Board for Higher Education, the Department will follow A+ graduates through two years of post-secondary education to determine the percent who successfully complete a program.
- The Department will support and expand initiatives that integrate academic and vocational education to prepare youth for employment, military service, or postsecondary education.
- The Department will support the effective use of existing and new technologies to facilitate service delivery for youth and adults, including those with disabilities.
- The Department will continue to collaborate with other state agencies to establish a comprehensive system of work force preparation.
- The Department will establish cooperative agreements linking education, career preparation, and transition to employment services for all youth and adults, including those with disabilities.
- The Department will support strategies for youth with disabilities that promote parental involvement, improvements in Individualized Education Program (IEP) development, and linkages with the business community.
- The Department will coordinate and provide electronic linkages to Missouri Career Centers.
- The Department will determine the districts that do not have more than 94 percent of students entering post-secondary programs and will provide them with technical assistance.

KEY PROGRAMS

- Transition from School-to-Work Program, operated by the Division of Vocational Rehabilitation in cooperation with the Division of Special Education
- Work Force Investment Act education provider list

- High Schools That Work
- Missouri's Comprehensive Guidance Program
- A+ Schools
- State and federally funded vocational education programs, including the Carl D. Perkins Vocational and Technical Education Act of 1998
- Missouri School Improvement Program
- Special Education programs and services

IV. KEY OUTCOME

Improved performance of career preparation, employment, work force advancement, and independent living programs

What's the trend?

State fiscal year 2000 was the first year that federal performance standards were in place for the Carl D. Perkins Vocational and Technical Education Act, Adult Education and Family Literacy Act and the Vocational Rehabilitation Act. Department efforts are focused on continuous improvement of individual program performance. (See tables on pages 73-76 for complete standards)

Why is this outcome important?

In 1998, Congress passed the Carl D. Perkins Vocational and Technical Education Act of 1998 and the Workforce Investment Act (containing the Adult Education and Family Literacy Act and the Vocational Rehabilitation Act). These laws hold states accountable for meeting certain performance standards in adult education, vocational education, and vocational rehabilitation. Missouri must meet these standards to maintain current funding and qualify for incentive funds.

Failure to address these challenges will leave youth and adults in our state without access to the quality education and support they need to achieve their career objectives and to contribute to Missouri's economic prosperity. Without a strong work force, we cannot attract and keep business and industry—and jobs. Without jobs, Missourians will be unable to support their families and build their communities. With higher unemployment rates would come greater dependence on public assistance, more widespread poverty and higher crime rates.

Community-based living options for persons with disabilities are more cost-effective than nursing facilities, promote independence and productivity among persons with disabilities, and lead to the integration and full inclusion of persons with disabilities in the mainstream of society.

- Independent Living services help individuals with disabilities manage their own affairs, participate in day-to-day life in the community, fulfill a range of social roles, and make decisions that lead to self-determination and the minimization or elimination of physical and psychological dependence on others.
- Consumer-Directed Personal Assistance Services (PAS) are provided by a personal care attendant to persons with disabilities who are at least 18 years old and can direct their own care by hiring, training and supervising their attendant. The services enable the person with a disability to accomplish tasks that they would normally do for themselves if they did not have a disability, such as routine tasks and activities of daily living that allow the person to reside in their own home rather than a nursing facility.

Output Measures		2000 (actual)	2001 (actual)	2002 (actual)	2003 (actual)	2004 (projected)	2005 (projected)	2006 (projected)
Adult Education	Total number of students in AEL classes	56,464	55,838	56,970	61,311	60,793	62,254	63,749
Vocational Rehabilitation	Number of applicants and eligible persons with physical and/or mental disabilities*	31,045	31,153	32,063	34,078	33,000	31,350	28,215
	Number of Social Security disability claims processed	73,232	76,993 ¹	83,781	84,129	84,000	86,000	88,000
	Number receiving Independent Living services	5,454	7,787	11,327	12,887	14,567	16,247	17,871
	Number receiving Personal Assistance Services services ²	513	1,847	3,377	4,759	6,439	8,119	9,799
Vocational Education	Number of adults placed	1,505	1,901	1,480	1,849	1,608	1,640	1,673
	Number of postsecondary occupational students placed	2,873	2,629	2,827	3,064	2,925	2,983	3,043
	Number of adult employees acquiring improved occupation skills through customized training	38,540	32,813 ³	26,500 ⁴	21,973 ⁴	14,832 ⁴	14,832 ⁵	14,832 ⁵

¹ prototypes (no reconsiderations)

² state fiscal year data

³ change in data collection method

⁴ reflects continued budget reductions/withholdings

⁵ assuming no further budget reduction

SOURCE: Division of Vocational and Adult Education & Division of Vocational Rehabilitation, April 2002.

*For FY'04 and beyond, per federal law, mandatory waiting lists pertaining to the eligible consumer's severity of disability (Order of Selection) will be implemented on 10/1/2003 due to insufficient budget to serve all eligible individuals. Persons with the most severe disabilities will be served first

How does Missouri compare to other states and the nation on this measure?

Each state has negotiated unique performance levels for the Carl Perkins vocational and technical education program and is being held accountable for achieving those levels, with an emphasis on continuous improvement. In addition, states are using a variety of testing and data collection methods, making state-to-state and national comparisons impossible.

Missouri's vocational rehabilitation program ranked seventh in the nation in FY 2002 in the percent of participants achieving employment after receiving services. Missouri's rate of 71.6 percent can be compared to a national standard of 55.8 percent and the rates for the following border states: Iowa, 56.2; Illinois, 69.5; Arkansas, 48.9; Kansas, 57.2; Nebraska, 61.7.

Missouri Disability Determination Service (DDS) continues to participate in a Social Security Administration (SSA) redesign process (Prototype) with nine other states. The concept behind the redesign process is to pay deserving beneficiaries earlier in the process without going through a lengthy appeals process of their claim. This appeal could take from one to two years. Missouri DDS continues to rank within the top ten of all the states despite working under the higher standards of being a Prototype state. Claims processing time is better than the national average by 14 days in Title II claims and 18 days in Title XVI claims. Missouri at 92.5 is slightly under the national accuracy rate of 93.5. No negative trends have been identified by SSA's review of Missouri's work. The sample size has been enriched by SSA and the in-house reviews of Missouri's own work has been enhanced to bring the accuracy above the national average.

Missouri is the third state to partner with SSA in use of the Modernized Integrated Disability Adjudicative System (MIDAS). This is a step toward SSA's goal in developing a paperless electronic folder. The usability and certification of the MIDAS process began in the Jefferson City DDS in July

and will be complete in all six DDS offices by October, 2003. Additionally in August 2003, Missouri DDS implemented a process with the SMART Corporation, a major medical records provider across the country. This process allows records to be downloaded from a secure website rather than waiting for them to be mailed. The early results show about a weeks processing time has been saved in the time it takes to receive medical records.

The Independent Living program has standards and assurances that are used in evaluating compliance indicators, including provision of independent living core services, as well as other services such as PAS. Each year, the Division of Vocational Rehabilitation (DVR) must submit a compliance report to the Office of Special Education and Rehabilitative Services, Rehabilitation Services Administration, to document how these standards are met. Due to the flexibility allowed for states to meet individual assurance categories and the option for states to provide these services directly or by contract or grant, it would be difficult to compare service data between states. DVR assures statewide access to IL and PAS programs through a network of 21 Centers for Independent Living which ranks Missouri fourth in the nation in FY'00 for the number of Centers providing community-based services locally.

What factors influence this measure?

- Fluctuations in the national, state and local economy affect job placement and retention measures for all three federal/state programs. Further, the cost of postsecondary education impacts student participation and retention in postsecondary education.
- Success in Adult Education and Literacy and Vocational Rehabilitation programs can be affected by access to reliable transportation and childcare services.
- Budget constraints in state-funded programs will have an impact on program operations, outcomes and outputs. For instance, budget constraints may cause an "order of selection" process that would reduce the number of individuals served by Vocational Rehabilitation. Budget constraints directly impact the number of individuals who can be served through the Independent Living and Personal Assistance Services programs. Budget constraints impact the number of employees trained through the Customized Training program, as the number of companies served is necessarily reduced.
- New or re-negotiated Federal standards cause State and local programs to continue addressing issues such as the appropriateness of data and the accuracy of data.
- Student success in career preparation programs is impacted by professional development, or lack of it, for both vocational and academic teachers. New teachers struggle with simultaneously implementing educational practices, standards, and accountability measures, especially those who bring industry expertise, but have not graduated from a formal teacher education program.
- Academic success in adult education and literacy is affected by professional development and by a large influx of English-as-a-Second-Language customers. Over the last four years, English language enrollment in Adult Education programs has increased by 70% (8,519 in FY 1999, 10,300 in FY 2000, 12,033, in FY 2001 and 14,461 in FY 2002). Many of these customers are not literate in their native language. Retention of ESL customers is a major challenge for AEL programs.
- The "initial" claims workloads, which make up about two-thirds of the Missouri DDS workload, are projected increase 4.5% for the next fiscal year. This is in part due to significant job loss in the state (estimated at 80,000 jobs) and the aging "baby boomer" population. The Missouri DDS has been under an imposed hiring freeze by SSA since September, 2003. Due to state legislated retirement incentives, natural attrition rate of employees and the anticipated increase in workload, the retention of qualified staff is a real issue.

What works?

- Coordination and collaboration with state agency partners at the state and local levels aids in increasing customer access to services and providing comprehensive support services where needed.
- Vocational Rehabilitation has developed agreements with Community Rehabilitation Programs (CRPs) for outcome based services. CRPs are now reimbursed for employment related services depending on whether the services were successful with the consumers.
- Career preparation activities benefit from continued input and dialog between secondary and postsecondary institutions. In addition, articulation and dual credit agreements between secondary and postsecondary schools reduce the cost and time in training for students who take advantage of such options.
- The Vocational-Technical Education Enhancement Grants for high-demand occupations improve program services, equipment and curriculum development.
- Vocational Rehabilitation focuses on the continuous development of qualified staff. While master's-level counselors are employed, a comprehensive staff training effort supported by a federal grant provides staff with the latest tools and techniques. Specialized case management of target populations, such as the deaf, traumatic brain injury, students with disabilities or spinal injuries, improves client services.
- Adult Education and Literacy finds that flexibility in open-entry/open-exit delivery of services and the number of full service and satellite locations aids customers in accessing services and their retention in services. While instruction is highly individualized, the lower the academic or English proficiency level of the student the greater the need for individualized instruction. This instruction can be delivered by professional staff or by trained volunteers. Technology is utilized to meet a variety of learning styles and student needs.
- Professional development opportunities have been improved and increased. Additional emphasis has been placed on incorporating ESL instructional techniques in the beginning teachers' workshops and increasing the number of ESL workshops available to teachers.
- The Vocational Teacher Mentoring Program has been implemented for new or returning vocational instructors. Participating instructors (protégés) are paired with experienced instructors (mentors) for formalized and facilitated mentoring activities over the entire school year. Informal communication between participants is also part of the program. The program is separate from, but supplemental to the New Teacher Institute (NTI). NTI is a concentrated two-week course designed to enhance the industry expertise, brought to the classroom by vocational instructors.
- The Missouri DDS continues with a balanced approach (quality, timeliness, and cost effectiveness) toward case adjudication. Missouri DDS is no longer able to make referrals to the parent agency Vocational Rehabilitation (VR) due to the language of the "Ticket-to Work" legislation. In Missouri, SSA has mailed 160,672 (80% of the expected total) tickets. The remainders of the tickets are expected to be mailed by the end of September, 2003. Of the tickets mailed, 21.2% have been assigned to Employment Networks (EN) with the remainder assigned to VR.
- The Independent Living and Personal Assistance Services programs work closely with the Department of Social Services, Department of Health and Senior Services and Department of Mental Health to provide meaningful choices and quality services to consumers. The interagency collaboration allows consumers to have a choice of individualized, comprehensive services through the service delivery model that best meets their individual needs. Resource sharing provides a cost-effective approach to promoting independent living in the most integrated community setting appropriate to a consumer's support requirements and preferences.

For more information:

<http://www.dese.mo.gov/divvoced/>

Division of Vocational and Adult Education

Missouri Department of Elementary and Secondary Education

<http://www.vr.dese.mo.gov>

Division of Vocational Rehabilitation

Missouri Department of Elementary and Secondary Education

KEY OBJECTIVE 1

Increase the percentage of students who report that they have achieved their goals in the Adult Education and Literacy (AEL) program, with emphasis on pre-post test scores and performance of English-as-a-Second-Language (ESL) students.

What's the trend?

The U.S. Department of Education establishes performance standards for adult education and literacy primarily based on the attainment of participant goals. (See page 76 for *Adult Education and Literacy Performance Standards*) The requirements for the goals and measures are set out in the National Reporting System. Examples of goals include improving academics, obtaining a GED, enrolling in postsecondary education, and obtaining employment.

	2000 (actual)	2001 (actual)	2002 (actual)	2003 (projected)	2004 (projected)	2005 (projected)	2006 (projected)
Percent of AEL participants reporting that they have achieved their primary or secondary goal(s)	NA	41%	45%	45%	46%	47%	*
Percent of AEL participants reporting that they have achieved a primary or secondary goal of employment	NA	26%	51%	44%	46%	48%	*
Percent of AEL students that are pre- and post-tested	41%	44%	33%	44%	47%	49%	*
Percent of ESL students completing ESL Beginning Literacy level	3%	17%	32%	18%	20%	22%	*
Percent of ESL students completing ESL Beginning level	11%	18%	29%	20%	22%	24%	*

SOURCE: Division of Vocational and Adult Education, Adult Education and Literacy Section, October 2003

*Workforce Investment Act (WIA) is up for reauthorization, so no projected figures for FY2006 are available.

ABOUT THE MEASURES: Data is based on students participating in AEL program for 12 hours or more. Academic gain is measured as follows: Adult students entering the program are assessed using standardized tests in up to three subject areas—Reading, Math, and/or Language. The program analysis system places the lowest pre-test score in one of six functional performance levels. Analysis of parallel student post-tests again places the student in one of six functional performance levels. When the post-test analysis falls into a higher functional performance level, the participant has achieved academic gain.

Why is this objective important?

Participant goals of achieving academic gain, employment, employment retention, and postsecondary education are all central to the individual's self-sufficiency and economic prosperity. Likewise, such individual achievement contributes to the state's economic prosperity. The success of participants in meeting their goals is enhanced, as they become role models for other adults and children. By meeting participant goals, the state's Adult Education and Literacy program will meet performance standards negotiated with the U.S. Department of Education.

Failure to address this objective impacts the state's ability for this program to meet its federal performance measures, and opportunities for individuals to increase their academic and earning potential will be hampered.

How does Missouri compare to other states and the nation on this measure?

Consistent and reliable data from other states are not available at this time. Missouri has shown progress in goal identification, development and attainment.

What factors influence this measure?

Local AEL program staff work with the incoming participant to identify the appropriate goals. Use of effective assessment tools and communication skills by local program staff with the participant are critical to the proper identification of participant goals. Since AEL is a voluntary program for participants, retaining the student in adult education and literacy activities is equally critical. The longer the participant remains in the program, the greater their likelihood of attaining certain goals, such as academic attainment or GED. Some goals, such as employment and retention of employment, may be dependent upon the local economy. Local staff must create an appropriate environment for all students and have classes conveniently located to encourage participant retention.

What works?

- Adult Education and Literacy finds that flexibility in open-entry/open-exit delivery of services and the number of full-service and satellite locations aids customers in accessing services and their retention in services. While instruction is highly individualized, the lower the academic or English proficiency level of the student the greater the need for individualized instruction. This instruction can be delivered by professional staff or by trained volunteers.
- Professional development opportunities for staff have a positive impact on student retention and goal achievement. Missouri is placing additional emphasis on incorporating English-as-a-Second-Language instructional techniques in the beginning teachers' workshop and increasing the ESL workshops available to teachers in the summer of 2003.
- The use of appropriate technology aids in meeting a variety of learning styles and student needs, e.g., providing AEL services through distance learning service providers.
- Activities such as Family Literacy bring together adults in AEL and their school or non-school age children to focus on reading and learning.
- Work-based education programs, both on employer sites and off-site, aid participants in attaining employment goals and retaining employment.

For more information:

<http://www.dese.mo.gov/divvoked/>

Division of Vocational and Adult Education

Missouri Department of Elementary and Secondary Education

<http://www.ed.gov/offices/OVAE/adusite.html>

Office of Vocational and Adult Education

U.S. Department of Education

<http://www.oei-tech.com/nrs/>

National Reporting System

KEY STRATEGIES

- The Department will support training and emphasize the need to assist AEL customers in goal development while considering their roles as family members, community participants, workers and lifelong learners.
- The Department will provide support through a non-threatening learning environment (school or career center for on-site learning; home, workplace or library for on-line learning) for learners to develop the skills to use English accurately and appropriately.
- The Department will promote use of standardized tests and provide professional development opportunities which allow teachers to monitor learner progress and follow up on learner advancement to other training programs, employment, post-secondary education, self-sufficiency, attainment of a secondary school diploma, and other individual goals.
- The Department will provide additional resources and support to second language acquisition and integration with relevant life experiences by emphasizing development of critical thinking, problem solving and other culturally specific skills necessary for self-sufficiency.

KEY PROGRAMS

- Missouri AEL Professional Development Center
- GED Online
- Adult Community Education System (ACES reporting system)
- Family Literacy with ESL Focus

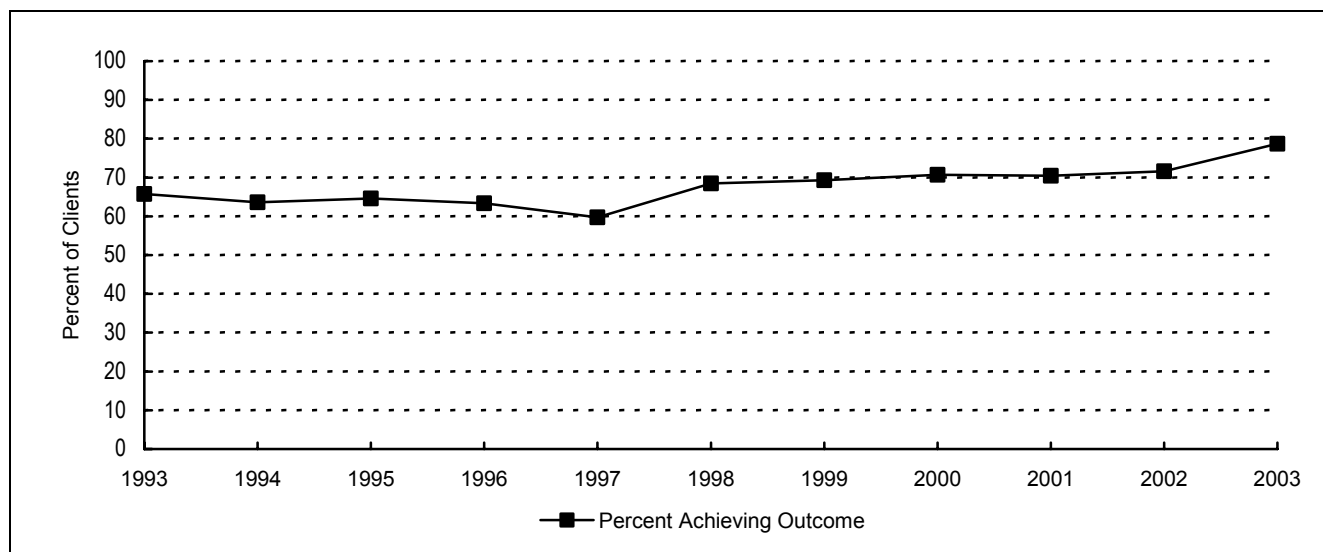
KEY OBJECTIVE 2

Maintain the percentage of Vocational Rehabilitation clients who achieve an employment outcome after receiving services, at 78% through 2006.

What's the trend?

In FY 2002, the state's vocational rehabilitation program ranked seventh in the nation in the percent of participants achieving employment outcomes after receiving services. While the trend line has been increasing slightly, changes in the definition of employment outcomes at the federal level may impact the state's ability to retain the current rate. In the past, individuals who chose to work in a sheltered workshop were counted as having achieved an employment outcome. Effective October 1, 2001, the new definition of employment outcome excluded sheltered employment. This definition now includes only employment in the competitive labor market that is performed in an integrated setting. Staff and stakeholder agencies will need to continue to focus on expanding integrated employment opportunities for all participants.

Percent of Vocational Rehabilitation clients who achieve an employment outcome after receiving services



	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Percent of VR clients who achieve an employment outcome after receiving services	65.8%	63.6%	64.6%	63.4%	59.7%	68.5%	69.3%	70.7%	70.5%	71.6%	78.7%	*	*	*
Number of VR clients who achieve an employment outcome after receiving services	4,686	5,068	5,151	5,063	4,423	5,420	5,612	5,734	5,151	5,125	5,563	5,600	5,035	5,035

SOURCE: Division of Vocational Rehabilitation, October 2003

* Projected figures for 2004, 2005, and 2006. Beginning in FY2004, per federal law, mandatory waiting lists pertaining to the eligible consumer's severity of disability (Order of Selection) will be implemented on 10/1/2003 due to insufficient budget to serve all eligible individuals. Persons with the most severe disabilities will be served first.

ABOUT THE MEASURE: Beginning in 2001, data reflect the new federal definition of employment outcomes, which excludes individuals who choose to enter sheltered employment. See Objective 2, “What’s the trend?” for more information.

Why is this objective important?

Reaching a competitive and integrated employment outcome is a primary goal for the state’s vocational rehabilitation program. When individuals obtain competitive employment, research shows that dependence on public assistance is reduced or eliminated, greatly saving state and federal resources. In addition, these individuals pay taxes and are provided with skills and knowledge to support themselves and their families in the future. Failure to address this objective will impact the state’s ability to meet the program’s federal performance measures.

How does Missouri compare to other states and the nation on this measure?

Missouri’s vocational rehabilitation program ranked seventh in the nation in FY 2002 in the percent of participants achieving employment after receiving services. Missouri’s rate of 71.6 percent can be compared to a national standard of 55.8 percent and the rates for the following border states: Iowa, 56.2; Illinois, 69.5; Arkansas, 48.9; Kansas, 57.2; Nebraska, 61.7.

What factors influence this measure?

- Availability of jobs in the participant’s community
- Availability of support services, such as guidance and counseling, child care and transportation
- Access to community-supported employment services
- Access to training and education opportunities
- Availability of assistive technology services
- Collaboration of the Missouri Career Center partner organizations as well as other related agencies
- Availability of qualified rehabilitation professionals to serve individuals with disabilities in every county in Missouri

What works?

- A collaborative, team approach to providing client assistance, which can be fostered by joint training and development of state and stakeholder staff (client advocacy groups, community rehabilitation staff and others) on assisting clients with informed choices and providing information and opportunities about employment
- Recipients of Social Security Disability benefits are automatically eligible for vocational rehabilitation services. This significantly reduces the time necessary for vocational rehabilitation counselors to verify and determine eligibility and reduces the time necessary for an individual to reach an employment outcome.
- Use of “interim eligibility” to permit some individuals to be served more quickly and to re-enter the labor market sooner
- Collaboration with secondary schools on the Transition from School-to-Work program to assist students with disabilities in finding and retaining post-high school employment
- Developing cooperative relationships with Independent Living Centers to provide employment support services and address independent living issues
- Developing and maintaining partnerships with service delivery systems, including Missouri Career Centers, Ticket-to-Work programs, and community rehabilitation programs.

- Partnerships with Community Rehabilitation Programs for reimbursement regarding successful employment outcomes with consumers
- The development of VR retention plans in target areas of the state to keep consumers from dropping out of VR services.

For more information:

<http://www.vr.dese.mo.gov>

Division of Vocational Rehabilitation

Missouri Department of Elementary and Secondary Education

Missouri State Rehabilitation Council Annual Report, FY 2002

KEY STRATEGIES

- Provide assistive technology for clients to use in the workplace or in training.
- Increase the number of secondary schools participating in the Transition from School-to-Work program.
- Utilize federal funding to expand community-based services and services with Missouri Career Centers (“one-stops”).
- Coordinate more closely with Missouri Career Centers for placement services.
- Continue utilizing the division strategic plan teams to recommend strategies to assist persons with disabilities.
- Encourage more community rehabilitation service programs to expand community-based sites for situational vocational assessments.
- Deploy the Missouri Rehabilitative Information System computer-based case management system so that staff members spend less time on paperwork and more time assisting clients in obtaining employment outcomes.
- Utilize four pilot projects to establish “interim eligibility” for individuals who will obviously meet vocational rehabilitation eligibility.
- Ensure that job-training programs, education programs, and other service programs make their services accessible for persons with disabilities.
- Utilize strategic planning teams to develop strategies to improve customer satisfaction, reduce the number of individuals dropping out of vocational rehabilitation services, and increase the number of competitive employment outcomes.
- Develop a pilot project for measuring customer satisfaction after an individual’s first individualized plan.

KEY PROGRAMS

- Federal Ticket-to-Work Program
- Transition from School-to-Work Program
- Supported Employment Program
- Community Rehabilitation Programs
- Independent Living Centers
- Missouri Career Centers

KEY OBJECTIVE 3

Maintain a decision accuracy rate of 96 percent or better and a “turn-around” time of 86 days or less in processing Social Security Disability claims.

What’s the trend?

The number of Social Security Disability claims filed has continued to increase since the last fiscal year. This is due in part to the aging “baby boomer” population. The status of the economy has some impact on the number of claims filed. With the increase in requirements to adjudicate the disability claims, recruitment and retention of qualified staff becomes an issue. Sufficient staff, caps on the number of full-time employees, and the availability of other jobs within the economy all influence client services.

Disability Claim Processing Standards	2000 (actual)	2001 (actual)	2002 (actual)	2003 (actual)	2004 (projected)	2005 (projected)	2006 (projected)
Accuracy Rate	96.1%	97%	95.2%	96.4%	96%	96%	96%
Processing Time	75 days	86 days	78 days	78 days	86 days	86 days	86 days
Claims Processed	73,232	76,993	84,129	84,129	86,000	86,000	88,000

SOURCE: Division of Vocational Rehabilitation, Disability Determinations, October 2003

ABOUT THE MEASURE: Effective October 1999, Missouri Division of Disability Determinations began a new method of adjudication by combining the initial process with the reconsideration process. This new process results in a longer processing time because it includes a conference with each person being denied benefits at the “initial” level of adjudication. Information presented in this table is calculated on an annual basis. Data related to the Social Security prototype process is calculated on a rolling basis.

Why is this objective important?

The Social Security Administration estimates that approximately 84,000 disability determinations claims will be processed in FY 2004. Adequate funding and staffing help ensure that quality, accurate and timely decisions are made. If adequate funds are not granted, recruitment and retention of quality staff will be adversely affected resulting in decreased services to persons with disabilities who may qualify for assistance.

How does Missouri compare to other states and the nation on this measure?

Missouri Disability Determinations Services (DDS) has continuously ranked in the top ten in all claims adjudicative areas. The Missouri DDS is participating in a Social Security Administration prototype redesign process with nine other states. The adjudicator average pending caseload is 83 (national average is 138). Claims processing time is better than the national average by 14 days in Title II and 18 days in Title XVI. The DDS will meet SSA’s goal of processing 18,918 Continuing Disability Reviews this year. The Missouri DDS is the third state to undergo MIDAS usability and certification.

What factors influence this measure?

The type and level of claims received can influence processing time. Initial Title II/Title IX or Concurrent Claims, Continuing Disability Review (CDR) claims, and hearings can all factor into the processing of Social Security disability claims. Other factors include, but are not limited to, the

availability of current medical evidence, the need to purchase additional medical evidence, timely responses from the medical community, and changes in policy.

What works?

Disability Determinations Services continues to focus on qualified staff, experienced in all levels of case adjudication. A collaborative effort is maintained with the parent agency, Vocational Rehabilitation, through a referral procedure for claimants who could benefit from educational and/or job-training services.

For more information:

<http://www.vr.dese.state.mo.us>

Division of Vocational Rehabilitation

Missouri Department of Elementary and Secondary Education

<http://eis.ba.ssa.gov/>

KEY STRATEGIES

- Maintain a well-qualified and well-trained work force.
- Fully utilize available funding from the Social Security Administration.

KEY PROGRAMS

- Disability Determinations Services

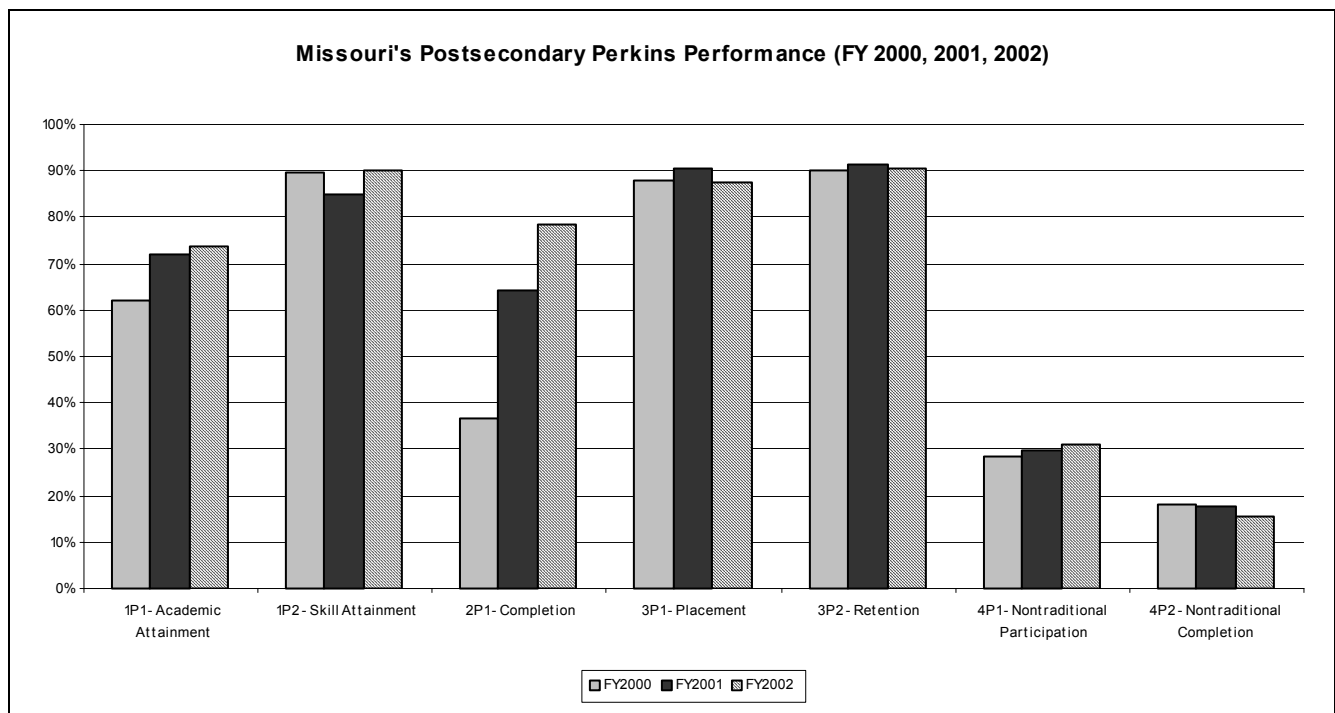
KEY OBJECTIVE 4

Meet or exceed performance goals for students enrolled in vocational-technical education programs at the postsecondary level.

What's the trend?

When Congress passed the Carl D. Perkins Vocational and Technical Education Act of 1998, the accountability measures became the cornerstone of vocational-technical education. It immediately became necessary for each state to put an accountability system in place, which would not only meet federal requirements but would also assist states in utilizing data for program improvement efforts.

The Department negotiates levels of performance with the U.S. Department of Education, Office of Vocational and Adult Education. Based on those negotiated levels and the data submitted by each local education agency, the following graphs depict Missouri's achievement during FY 2000, 2001, and 2002 (years one, two, and three of the new accountability system).



SOURCE: Division of Vocational and Adult Education, Administration and Accountability Section, October 2003

ABOUT THE MEASURES: See complete set of "Performance Measures for Missouri Postsecondary Programs" on page 74.

Why is this objective important?

According to the U.S. Department of Education's Office of Vocational and Adult Education, federal and state policymakers increasingly see vocational education as a critical component of larger education and work force development systems. One goal of the Perkins Act is to align vocational-technical education with state and local efforts to reform secondary schools and improve postsecondary education. The Perkins Act accountability measures take into consideration today's

knowledge-based workplace. Academic performance is recognized as an integral part of occupational skill attainment.

The Division of Vocational and Adult Education is responsible for the administration of state and federally funded vocational-technical education programs, services and activities within the state. The vocational education delivery system for postsecondary and adult students consists of 57 area vocational-technical schools, one state technical college, 12 community colleges with 17 campuses, seven four-year institutions and two state agencies. In FY 2002, 58,713 postsecondary students participated in Perkins-funded activities.

Meeting or exceeding the adjusted levels of performance could result in incentive dollars for the state. More importantly, accountability data will be used to report to Congress how vocational technical education impacts students and how the funds provided are assisting students to meet academic and vocational skill attainment requirements.

How does Missouri compare to other states and the nation on this measure?

Each state is measured against its own set of negotiated standards, with an emphasis on continuous improvement. Because each state utilizes different methods of student assessment, state-to-state and national comparisons are not possible.

What factors influence this measure?

- Quality of data collected
- The ability of districts to collect and analyze data in a timely manner
- Follow-up of students

What works?

A team of seven Department staff members have been trained to provide leadership and technical assistance on a regular basis to assist local education agencies in their continued progress towards meeting or exceeding performance goals. Based on data received the previous year, four postsecondary institutions are selected for on-site technical assistance visits. These visits focus on data collection and analysis, finance, and general program administration.

For more information:

<http://www.ed.gov/offices/OVAE/vocsite.html>

United States Department of Education
Office of Vocational and Adult Education

<http://www.dese.mo.gov/divvoked/>

Missouri Department of Elementary and Secondary Education
Division of Vocational and Adult Education

KEY STRATEGIES

- The Department will implement the approved state plan.
- The Department will continue to collaborate with other state agencies to establish a comprehensive system of work force preparation.
- The Department will establish cooperative agreements linking education, career preparation, and transition to employment services for adults, including those with disabilities.

- The Department will support the effective use of existing and new technologies to facilitate service delivery for adults, including those with disabilities.
- The Department will support customized training, short-term training and basic skills training in the workplace and at other locations to improve worker skills and employer productivity.
- The Department will continue to refine the web-based Perkins application, which provides a less complicated submission process at the local level and a more timely review/approval process at the state level.
- The Department will continue to sponsor eight New Traditions Regional Resource Centers, which assist schools and community colleges in developing awareness activities, and recruiting and retaining students, especially those from special populations.
- Department staff will continue to participate in U.S. Department of Education technical assistance and inservice activities.
- Department staff will continue to provide technical assistance and inservice to local education agencies.

KEY PROGRAMS

- Vocational-Technical Enhancement Grant Award Program
- Articulation Agreements/Dual Credit Agreements
- Tech Prep/Applied Academics
- A+ Schools
- New Traditions Regional Resource Centers

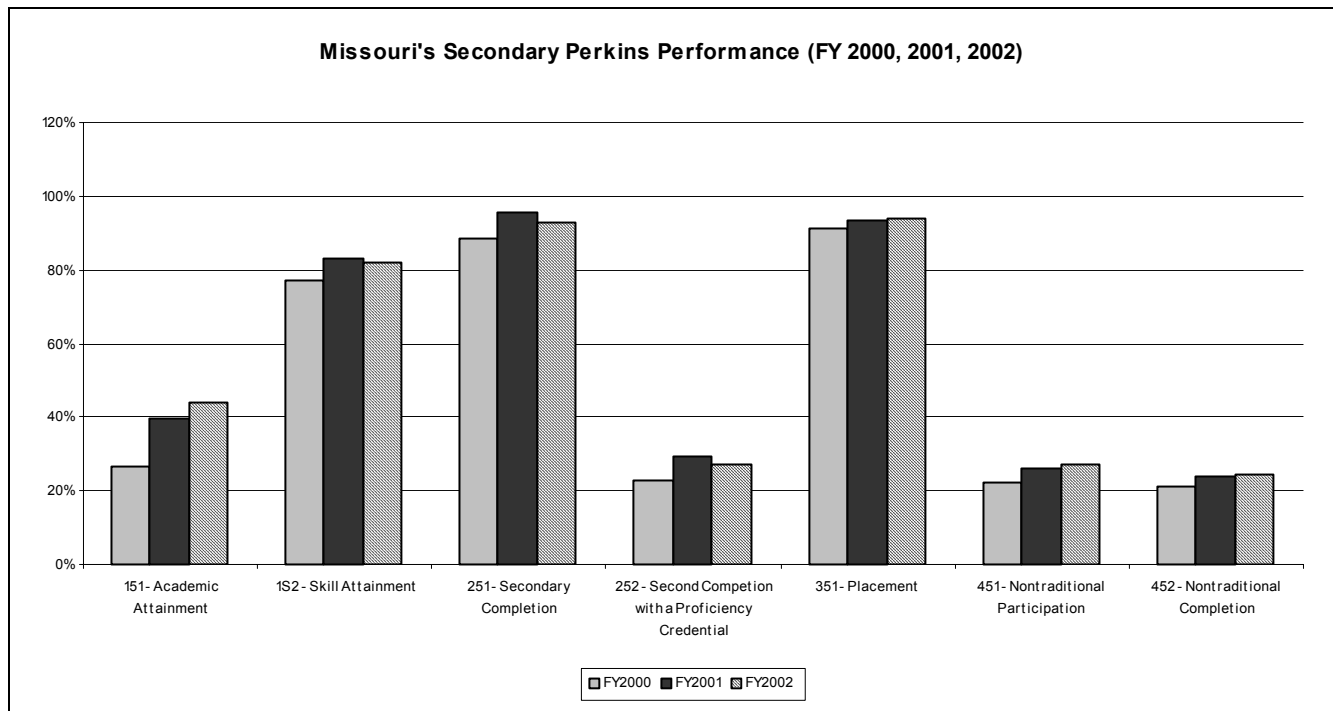
KEY OBJECTIVE 5

Meet or exceed performance goals for students enrolled in vocational-technical education programs at the secondary level.

What's the trend?

When Congress passed the Carl D. Perkins Vocational and Technical Education Act of 1998, the accountability measures became the cornerstone of vocational-technical education. It immediately became necessary for each state to put an accountability system in place, which would not only meet federal requirements but would also assist states in utilizing data for program improvement efforts.

The Department negotiates levels of performance with the U.S. Department of Education, Office of Vocational and Adult Education. Based on those negotiated levels and the data submitted by each local education agency, the following graphs depict Missouri's achievement during FY 2000, 2001, and 2002 (years one, two, and three of the new accountability system).



SOURCE: Division of Vocational and Adult Education, Administration and Accountability Section, April 2002

ABOUT THE MEASURES: See complete set of "Performance Measures for Missouri Secondary Programs" on page 73.

Why is this objective important?

According to the U.S. Department of Education's Office of Vocational and Adult Education, federal and state policymakers increasingly see vocational education as a critical component of larger education and work force development systems. One goal of the Perkins Act is to align vocational-technical education with state and local efforts to reform secondary schools and improve postsecondary education. The Perkins Act accountability measures take into consideration today's

knowledge-based workplace. Academic performance is recognized as an integral part of occupational skill attainment.

The Division of Vocational and Adult Education is responsible for the administration of state and federally funded vocational-technical education programs, services and activities within the state. The secondary-level vocational education delivery system consists of 451 comprehensive high schools, 57 area vocational-technical schools, and two state agencies. In FY 2002, 143,227 secondary students participated in Perkins-funded activities.

Meeting or exceeding the adjusted levels of performance could result in incentive dollars for the state. More importantly, accountability data will be used to report to Congress how vocational technical education impacts students and how the funds provided are assisting students to meet academic and vocational skill attainment requirements.

How does Missouri compare to other states and the nation on this measure?

Each state is measured against its own set of negotiated standards, with an emphasis on continuous improvement. Because each state utilizes different methods of student assessment, state-to-state and national comparisons are not possible.

What factors influence this measure?

- Quality of data collected
- The ability of districts to collect data in a timely manner
- Follow-up of students

What works?

A team of seven Department staff members have been trained to provide leadership and technical assistance on a regular basis to assist local education agencies in their continued progress towards meeting or exceeding performance goals. In conjunction with the MSIP cycle, all Perkins recipients will receive an on-site technical assistance visit. The focus of the visit will be data collection and analysis, finance, and general program administration.

For more information:

<http://www.ed.gov/offices/OVAE/vocsite.html>

United States Department of Education
Office of Vocational and Adult Education

<http://www.dese.mo.gov/divvoked/>

Missouri Department of Elementary and Secondary Education
Division of Vocational and Adult Education

KEY STRATEGIES

- The Department will implement the approved state plan.
- The Department will continue to collaborate with other state agencies to establish a comprehensive system of work force preparation.
- The Department will implement a web-based Perkins application, which will allow for a less complicated submission process at the local level and a more timely review/approval process at the state level.

- The Department will continue to sponsor the eight New Traditions Regional Resource Centers, which assist schools and community colleges in developing awareness activities, and recruiting and retaining students, especially those from special populations.
- Department staff will continue to participate in U.S. Department of Education technical assistance and inservice activities.
- Department staff will continue to provide technical assistance and inservice to local education agencies.
- Department staff will continue to support and utilize Career and Technical Student Organizations (CTSOs) to assist students in achieving academic success, skill attainment and leadership skills.

KEY PROGRAMS

- Vocational-Technical Enhancement Grant Award Program
- Articulation Agreements/Dual Credit Agreements
- Tech Prep/Applied Academics
- A+ Schools
- High Schools That Work (HSTW)
- Missouri School Improvement Program (MSIP)
- New Traditions Regional Resource Centers
- Career and Technical Student Organizations (CTSOs), such as Skills USA; FFA; Future Business Leaders of America (FBLA); and Family, Career and Community Leaders of America (FCCLA), DECA, and TSA

KEY OBJECTIVE 6

Increase the number of persons with significant disabilities who receive Independent Living Services by 38 percent, from 12,887 (FY 2003) to 17,871, by 2006.

What's the trend?

The Division of Vocational Rehabilitation administers the Independent Living grant program through a statewide network of 21 Centers for Independent Living (CILs). The trend has been to increase the number of persons with significant disabilities receiving Independent Living services each year. This has been accomplished through outreach activities and the expansion of the consumer-directed Personal Assistance Services (PAS) program. With the passage of flexible funding language in HB 1111 (2001), the PAS program has experienced considerable growth over the past three years. While new consumers continue to be added, the rate of growth has leveled off, to approximately 140 new consumers monthly.

	1999 (actual)	2000 (actual)	2001 (actual)	2002 (actual)	2003 (projected)	2004 (projected)	2005 (projected)	2006 (projected)
Number of persons with significant disabilities who receive Independent Living Services	4,449	5,454	7,787	11,327 *	12,887	14,567	16,247	17,871
Number of persons with significant disabilities who receive Personal Assistance Services (PAS) services	240	513	1,847	3,377	4,759 ²	6,439	8,119	9,799
Number of persons with significant disabilities to transition from nursing facilities to the community who receive Consumer Directed-PAS services (cumulative) ¹	NA	15	33	71	93	126	159	192

¹ data reported for state fiscal year

² actual number, not projected

* change in federal data reporting

SOURCE: Division of Vocational Rehabilitation, October 2003

ABOUT THE MEASURE: Data about the numbers of individuals receiving Independent Living Services are reported in the Federal Independent Living 704 Report.

Why is this objective important?

Centers for Independent Living provide an array of services that include the four core services of information and referral, advocacy, peer counseling, and independent living skills training to consumers within their communities. Programs and services provided by the CILs result in consumers:

- Accessing community resources to manage their own personal needs
- Educating community leaders to promote equal access and improve the quality of life for all community members

- Having access to and developing alternative community resources to lessen the monetary strain on state and local service agencies

Independent living skills training enhances the quality of life for persons with disabilities and fosters inclusion in community life. These services benefit persons with disabilities by allowing them to live with greater independence and to direct and be responsible for their own lives in a more cost-effective manner. Consumer-directed PAS programs are designed to enable nursing home eligible consumers to live in the most integrated community setting appropriate to their individual support requirements and preferences based on unmet need thereby reducing the overall cost to the State.

How does Missouri compare to other states and the nation on this measure?

According to data collected by the National Council on Independent Living, Missouri ranked fourth among states in 2000 for the number of community-based centers providing local access to services. There are no national reporting databases, however, for comparing service standards for the Independent Living and Personal Assistance Services programs.

What factors influence this measure?

- Budget constraints directly impact the number of individuals that can be served through the Independent Living and Personal Assistance Services programs.
- Availability of public transportation and accessible housing
- Systemic barriers in federal and state Medicaid regulations

What works?

- The Independent Living and Personal Assistance Services programs work closely with the Department of Social Services, Department of Health and Senior Services and Department of Mental Health in order to provide meaningful choices and quality services to consumers. The interagency collaboration allows consumers to have a choice of individualized, comprehensive services through the service delivery model that best meets their individual needs. Resource sharing provides a cost-effective approach to promoting independent living in the most integrated community setting appropriate to a consumer's support requirements and preferences.
- Developing and sustaining partnerships at the governmental and local level with consumer involvement to ensure that effective strategies are designed to improve supports in the community to sustain independence and inclusion.

For more information:

<http://www.vr.dese.state.mo.us>

Division of Vocational Rehabilitation

Missouri Department of Elementary and Secondary Education

KEY STRATEGIES

- The Department will investigate and develop options for increasing the number of persons with significant disabilities in nursing facilities who choose to transition to community-based living.
- The Department will identify resources and develop initiatives that expand statewide Independent Living Services.
- The Department will continue to collaborate with other state agencies to establish a comprehensive system of Personal Assistance Services.
- The Department will work with the CILs to promote self-advocacy, peer counseling, independent living skills training, and information and referral to facilitate independent living options for consumers in their communities.

KEY PROGRAMS

- Missouri House Bill 1111 (2001)
- Olmstead Supreme Court Ruling
- Federal-State Home & Community-Based Services

**Performance Measures for Missouri
SECONDARY PROGRAMS**

CARL D. PERKINS SECONDARY PERFORMANCE STANDARDS	2001 (actual)	2002 (actual)	2003 (projected)	2004 (projected)	2005 (projected)	2006 (projected)
Academic Attainment % of students who score in the top 3 levels of MAP	39.38%	44.01%	49.19%	50.19%	50.19%	50.19%
Vocational and Technical Skill Attainment % of students who master 80% or more of technical skills	83.25%	81.90%	87.75%	88.25%	88.25%	88.25%
Completion % of students who complete vocational education and earn a diploma or GED	95.61%	92.99%	81.09%	81.59%	81.59%	81.59%
Completion w/Credential % of students who earn a diploma and receive a proficiency credential	29.12%	27.25%	23.00%	24.00%	24.00%	24.00%
Placement % of students who are placed in employment, continuing education or enter military	93.31%	93.78%	90.21%	90.21%	90.21%	90.21%
Nontraditional Participation % of under-represented genders who participate in nontraditional programs	26.17%	27.24%	31.10%	32.10%	32.10%	32.10%
Nontraditional Completion % of under-represented genders who complete a nontraditional program	24.02%	24.61%	19.95%	20.95%	20.95%	20.95%

NOTE: Perkins III directs state and local education agencies to annually assess the attainment of students participating in vocational education programs using the above-stated performance measures. Data are intended for federal accountability purposes, as well as for use by state and local agencies in improving student and program performance.

SOURCE: Division of Vocational and Adult Education, October 2003

KEY OUTCOME: CAREER PREPARATION, EMPLOYMENT, WORK FORCE ADVANCEMENT & INDEPENDENT LIVING

**Performance Measures for Missouri
POSTSECONDARY PROGRAMS**

CARL D. PERKINS POSTSECONDARY PERFORMANCE STANDARDS	2001 (actual)	2002 (actual)	2003 (projected)	2004 (projected)	2005 (projected)	2006 (projected)
Academic Attainment % achieving at least the 55 th percentile on a nationally normed academic achievement test	71.96%	73.89%	73.17%	74.17%	74.17%	74.17%
Vocational and Technical Skill Attainment % mastering 80% or more of technical skills	84.85%	90.02%	94.02%	94.02%	94.02%	94.02%
Completion % of students who complete program	64.18%	78.42%	88.09%	88.59%	88.59%	88.59%
Placement % of students who are placed in employment, continuing education or enter military	90.73%	87.41%	86.49%	86.99%	86.99%	86.99%
Retention % of students who were placed in employment and were retained one year later	91.20%	90.4%	86.00%	86.49%	86.49%	86.49%
Nontraditional Participation % of under-represented genders participating in nontraditional programs	29.55%	30.95%	33.09%	34.09%	34.09%	34.09%
Nontraditional Completion % of under-represented genders completing nontraditional programs	17.74%	15.61%	17.70%	18.70%	18.70%	18.70%

SOURCE: Division of Vocational and Adult Education, October 2003

**Performance Measures for Missouri
VOCATIONAL REHABILITATION PROGRAMS**

VOCATIONAL REHABILITATION PERFORMANCE STANDARDS	2001 (actual)	2002 (actual)	2003 (actual)	2004 (projected)	2005 (projected)	2006 (projected)
1.1 Number achieving employment compared to prior period* & ** <u>Required Standard:</u> meet or exceed previous year results	5,151	5,125	5,563	5,600	5,035	5,035
1.2 Percent achieving employment after receiving services <u>Required Standard:</u> 55.8%	70.5%	71.6%	78.7%	78%	78%	78%
1.3 Percent achieving competitive employment outcomes <u>Required Standard:</u> 72.6%	73.9%	92.1%	95.5%	95.5%	95.5%	95.5%
1.4 Percent of individuals with significant disabilities achieving competitive employment outcomes <u>Required Standard:</u> 62.4%	69.6%	74.8%	81%	85%	90%	90%
1.5 Ratio of exit wage of participants to state average pay * <u>Required Standard:</u> .52	.57	.55	.55	.55	.55	.55
1.6 Of all the individuals exiting the VR program in competitive employment, the difference in the percent of individuals reporting income as their primary source of support and the percent of those at application who report income as their primary source of support <u>Required Standard:</u> 53	55.6	57.8	55	55	55	55
2.1 The service rate for all individuals with minority backgrounds as a ratio to the service rate for all non-minority individuals with disabilities <u>Required Standard:</u> .80	.77	.74	.79	.80	.80	.81

NOTE: The descriptions of the standards are abbreviated for this report. In order to achieve successful performance on Evaluation Standard #1 (employment), VR must meet or exceed the performance levels for four of the six performance indicators in the evaluation standard, including meeting or exceeding the performance levels for two of the three primary indicators (# 1.3, 1.4 and 1.5). To achieve successful performance on evaluation standard 2 (equal access), VR must meet or exceed the performance level for performance indicator 2.1.

**The federal definition of employment outcome was changed in October 2001 to include only integrated employment at minimum wage or above, therefore excluding sheltered employment outcomes.*

***Beginning in FY 2004, per federal law, mandatory waiting lists pertaining to the eligible consumer's severity of disability (Order of Selection) will be implemented on 10/1/2003 due to insufficient budget to serve all eligible individuals. Persons with the most severe disabilities will be served first.*

SOURCE: Division of Vocational Rehabilitation, October 2003

Missouri Department of Elementary and Secondary Education

KEY OUTCOME: CAREER PREPARATION, EMPLOYMENT, WORK FORCE ADVANCEMENT & INDEPENDENT LIVING

**Performance Measures for Missouri
ADULT EDUCATION AND LITERACY PROGRAMS**

ADULT EDUCATION AND LITERACY PERFORMANCE STANDARDS	2002 (actual)	2003 (projected)	2004 (projected)	2005 (projected)	2006 (projected)
% Entered at and completed Beginning ABE Literacy Level (0-1.9 GE)	16%	23%	25%	27%	*
% Entered at and Completed Beginning Basic Education Level (2.0-3.9 GE)	33%	30%	32%	34%	*
% Entered at and completed Low Intermediate Basic Education Level (4.0-5.9 GE)	37%	33%	35%	37%	*
% Entered at and Completed High Intermediate Basic Education Level (6.0-8.9 GE)	36%	35%	37%	39%	*
% Entered at and Completed Low Adult Secondary Education Level (9.0-10.9 GE)	41%	48%	50%	52%	*
% Entered at and Completed ESL Beginning Literacy Level	32%	18%	20%	22%	*
% Entered at and Completed ESL Beginning Level	29%	20%	22%	24%	*
% Entered at and Completed ESL Intermediate Low Level	34%	22%	24%	26%	*
% Entered at and Completed ESL Intermediate High Level	30%	22%	24%	26%	*
% Entered at and Completed ESL Low Advanced Level	21%	22%	24%	26%	*
% Entered at and Completed ESL High Advanced Level	1%	22%	24%	26%	*
% Entered Postsecondary Education or Training	19%	28%	32%	34%	*
% of Unemployed Enrollees Who Obtained Employment	51%	40%	42%	44%	*
% Retained Employment or Advanced on Job	70%	40%	42%	44%	*
% Obtained a GED or High School Diploma	33%	50%	52%	54%	*

SOURCE: Division of Vocational and Adult Education, October 2003

*Workforce Investment Act (WIA) is up for reauthorization. No projected figures for FY2006 are available.